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ABSTRACT

This guide is intended to help teachers implement the prescribed outcomes in the Program of Studies for Health and Life Skills, Kindergarten to Grade 9 (2002). The goal of the program is to enable students to make well-informed, healthy choices and develop behaviors that contribute to the wellbeing of self and others. After describing "Program of Studies," the guide includes: "Comprehensive School Health" (e.g., integrated approach and determinants of health); "Establish a Positive Climate" (e.g., communicating with parents and building healthy school cultures); "Plan for Instruction" (e.g., organize instruction and offer choice and variety); "Instructional Strategies" (e.g., cooperative learning and portfolio development); "Assess, Evaluate and Communicate Student Learning" (e.g., assessment strategies and calculating achievement marks); and "Illustrative Examples" (e.g., sample learning activities, sample assessment activities, and teacher planning tools). Three appendixes include teacher planning tools (e.g., sample letter to inform parents of human sexuality instruction and tips for community resource people); student information masters (e.g., bike safety and basic first aid); and student activity masters (e.g., idea builder and research record). (SM)

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for Kindergarten to Grade 9

Health and Life Skills

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Several Web sites are listed in this guide. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these sites rests with the user.

The primary intended audience for this document is:

Administrators	✓
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School Councils	
Parents	
Students	
Teachers	✓

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Preface

The *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* is intended to assist teachers with implementation of the prescribed outcomes in the Program of Studies for Health and Life Skills, Kindergarten to Grade 9 (2002). The goal of this program is to enable students to make well-informed healthy choices and to develop behaviours that contribute to the well-being of self and others. This K–9 program of studies (2002) replaces the Elementary Health (1989), and the Junior High Health and Personal Life Skills (1987) programs of study.

This guide to implementation is available for viewing and downloading through the Alberta Learning Web site at www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls/default.asp. Print copies are also available for purchase in unbound form and three-hole punched from the Learning Resources Centre (LRC). The LRC Web site is at www.lrc.learning.gov.ab.ca.

This *Guide to Implementation* is a support document. The advice and direction offered are suggestions only except where they duplicate or paraphrase the contents of the program of studies. The prescriptive statements or segments in this document are shaded for easy reference.

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PROGRAM RATIONALE AND PHILOSOPHY

Health and life skills involves learning about the habits, behaviours, interactions and decisions related to healthy daily living and planning for the future. It is personal in nature and involves abilities based on a body of knowledge and practice that builds on personal values and beliefs within the context of family, school and community. Some examples of these learnings include the ability of students to:

- make effective personal decisions for current and future issues and challenges
- plan and set goals
- employ critical reflection
- cope with change and transition
- manage stress
- analyze and manage career and health-related information
- recognize and expand personal skills
- recognize, explore and expand career opportunities and options
- explore service learning/volunteerism
- commit to lifelong learning.

The home, school and community play important roles in contributing to the healthy personal development of students, by providing an opportunity for them to consider information and acquire, practise and demonstrate strategies for dealing with the challenges of life and living.

The aim of the Health and Life Skills Kindergarten to Grade 9 Program of Studies is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. To achieve this aim, students require an understanding of self as the basis for healthy interactions with others and for career development and lifelong learning. Students also require a safe and caring school and community environment in which to explore ideas and issues surrounding personal choice, to seek accurate information, and to practise healthy behaviours.

Comprehensive School Health

This health and life skills program of studies provides a basis for instruction in schools. To achieve overall health goals for students, curriculum connections between services and resources within the school and wider community are needed. A comprehensive school health approach is desirable.

A comprehensive school health model incorporates:

- health and physical education instruction that promotes improved commitment to healthy choices and behaviours
- health and community services that focus on health promotion and provision of appropriate services to students who need assistance and intervention
- environments that promote and support behaviours that enhance the health of students, families and school staff.

The health of students is viewed as an integral component of a larger system of health within the home, school and community environment. It involves the establishment of collaborative partnerships among students, parents, educators, health care professionals and other community supports to address social and environmental factors that influence and determine optimal health.

Responsible, Healthy Choices

To make responsible and healthy choices, students need to know how to seek out relevant and accurate information. They learn health-related information from many sources, including home,

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school, peers, the community and the media. The health and life skills program assists students in identifying reliable sources of information and in becoming discerning consumers of health-related information. Students research, evaluate and synthesize information in an effort to understand health issues and to apply the learning to current and future personal situations.

Choices, as evidenced by related behaviour, are based on attitudes, beliefs and values. The family is the primary educator in the development of student attitudes and values. The school and community play a supportive and crucial role in building on these attitudes and values.

In the health and life skills program, students develop decision-making skills that build resiliency and self-efficacy, help expand strategies for coping, and support informed personal health practices. Students develop personal responsibility for health, learn to prevent or reduce risk, and have opportunities to demonstrate caring for self and others.

Students focus on personal and collective safety, as well as injury prevention. Outcomes related to safety and injury prevention promote strategies to assess risk, to reduce potential harm, and to identify support systems for self and others. Students learn about products, substances and behaviours that may be injurious to their health. They also learn strategies to use in unsafe situations.

Students are encouraged to promote and maintain health as a valued and valuable resource, and to examine health issues and factors that promote or limit good health. They gain an understanding that, in addition to the effect of their individual behaviours on their health status, there are social and environmental factors that are beyond their immediate control, which also have a significant impact on their health.

In an environment of acceptance, understanding, respect and caring, students in the health and life skills program can learn to acknowledge and express personal feelings and emotions, as well as to appreciate the strengths and talents of self and others. There are opportunities for students to accept and appreciate diversity and the uniqueness of self and others in our global society. This program emphasizes healthy interactions and values, such as integrity, honesty and trust that underlie safe and caring relationships. Friendship skills are developed and then extended to incorporate skills for working in groups. Such skills include conflict management, consensus building, negotiation and mediation.

Students examine the various sources of stress in relationships, which include behaviour-related factors and those due to natural life cycle changes and transitions. They learn strategies to deal with unhealthy relationships, as well as traumatic events. Throughout the program, students build and expand upon safe and supportive networks for self and others that link the home, school and community.

Students also develop the skills of goal setting, prioritizing and balancing various roles and life/work priorities. As students develop decision-making skills, they begin to realize that the locus of control, or their ability to influence or control many outcomes and results, is within their own power.

Through the health and life skills program, students acquire a strong foundation of knowledge, skills and attitudes basic to employability. Successful careers are founded on a basis of self-knowledge, self-esteem, healthy interactions, lifelong learning and skill development. A fundamental aspect of career education is to move students from being dependent learners to being independent and interdependent, contributing citizens. Students gain confidence and a sense of commitment to family, school and community through opportunities for participation in cross-age interactions, volunteerism and meaningful involvement in a variety of activities.

Beginning in the early school years, students develop personal and group skills. These are reinforced as the program expands to include practical skills directly related to further education, job seeking and career path exploration. Skills related to the management of personal resources, such as time, energy,

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creativity, money and personal property, are essential elements that build personal capacity and lead toward future career productivity.

Students build upon the knowledge, skills and attitudes required to recognize opportunities, critically evaluate options and expand career strategies to meet current and future challenges.

Human Sexuality Education

Human sexuality education is offered in Grade 4 to Grade 9 as a mandatory component of the program of studies. All human sexuality outcomes have been **boldfaced** and *italicized* to assist in identification of these outcomes.

Parents will retain the right to exempt their child from school instruction in human sexuality education.

Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction by their parents.

GENERAL OUTCOMES

Three general outcomes serve as the foundation for the Health and Life Skills Kindergarten to Grade 9 Program of Studies.

Wellness Choices

- *Students will* make responsible and informed choices to maintain health and to promote safety for self and others.

Relationship Choices

- *Students will* develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Life Learning Choices

- *Students will* use resources effectively to manage and explore life roles and career opportunities and challenges.

The general outcomes are interrelated and interdependent. Each is to be achieved through a variety of experiences. The emphasis is on overall well-being. Students learn to enhance attitudes and behaviours that reflect healthy choices and reduce the potential for harm. They develop personal responsibility for health, and they demonstrate caring for others.

SPECIFIC OUTCOMES

Each general outcome includes specific outcomes that students will achieve by the end of each grade. Specific outcomes within each grade are developmentally appropriate, building upon and making connections to prior learning.

Thus, the specific outcomes are progressive and lead to more developmentally complex thinking skills that address the interrelated dimensions of health: physical, emotional/social, mental/cognitive, spiritual. The specific outcomes incorporate the potential for students to extend and refine learning in real-life situations.

Depending on the learning context and developmental needs of students, outcomes can be integrated or reclustered within the grade, as appropriate.

Life skills are not learned in isolation. Students learn the importance of developing and maintaining support networks among family, peers and the community, and seeking reliable sources of information to assist self and others in making decisions, practising skills and managing challenges and opportunities.

Students experience and develop an internal locus of control through activities that empower them to make decisions. Through decision-making processes they choose their responses, anticipate consequences and learn to accept responsibility for the results, which establishes the basis for proactive choices and behaviours.

EXAMPLES

Many of the specific outcomes are supported by examples. The examples do not form part of the required program but are provided as context for teaching.

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WELLNESS CHOICES

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Throughout the grades, students study active living, positive health habits, growth and change, body image, nutrition, substance awareness, and abuse awareness, as developmentally appropriate. Each grade level focuses on different aspects of these significant health issues.

Consideration about safety for self and others begins in the early grades and continues throughout the program, with a strong emphasis on the practice of behaviours leading to safety in the home, school and community.

Students address the physical, emotional and mental dimensions of safety as the program expands to include such negative behaviours as bullying and harassment. They identify appropriate safety behaviours to respond to potential risks. Specific practices for injury prevention are included throughout. Safety is enhanced through the development of skills, qualities and attitudes leading to assertiveness and respect for self and others.

In middle and later years, emphasis shifts to an application of knowledge and the development of proactive strategies for personal health choices, resiliency, illness prevention and promoting health throughout the life cycle.

Students consider positive characteristics of healthy lifestyles, and give attention to the values that underlie individual choice and personal responsibility for the consequences of behaviours in the decision-making process. This process provides a basis for personal decision making regarding smoking, substance abuse, impairment, injury and abuse prevention, and other personal choice issues, such as sexual involvement. Sources of support to help students make healthy choices are identified throughout.

Human sexuality specific outcomes begin in Grade 4 and are **boldfaced** and *italicized* for easy identification.

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WELLNESS CHOICES

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

PERSONAL HEALTH

Students will:

Kindergarten		Grade 1		Grade 2		Grade 3	
W–K.1	describe ways, and make choices, to be physically active daily	W–1.1	describe the health benefits of physical activity	W–2.1	describe the effects of combining healthy eating and physical activity	W–3.1	analyze the factors that affect choices for physical activity; e.g., the impact of technology/media
W–K.2	identify and use positive hygiene and health care habits; e.g., hand-washing, dental care, wearing appropriate clothing for prevailing conditions	W–1.2	demonstrate positive hygiene and health care habits; e.g., habits to reduce germ transmission, habits for dental hygiene	W–2.2	examine the need for positive health habits; e.g., adequate sleep, sun protection	W–3.2	improve and practise positive health habits; e.g., lifting and carrying book bags/backpacks, maintaining good posture
W–K.3	identify general physical changes that have occurred since birth; e.g., height, size of feet, weight and body shape	W–1.3	identify the specific physical changes that occur during early childhood; e.g., dental changes	W–2.3	demonstrate appreciation for own body; e.g., make positive statements about activities one can do	W–3.3	examine that individuals grow through similar stages of development at different rates and at different times
W–K.4	identify external body parts, and describe the function of each	W–1.4	identify physical characteristics that make themselves both similar to and different from others	W–2.4	describe personal body image	W–3.4	recognize factors that influence unique body characteristics; e.g., genetics, body type, environment
W–K.5	recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks	W–1.5	recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast	W–2.5	classify foods according to *Canada's Food Guide to Healthy Eating*, and apply knowledge of food groups to plan for appropriate snacks and meals	W–3.5	apply guidelines from *Canada's Food Guide to Healthy Eating* to individual nutritional circumstances; e.g., active children eat/drink more
W–K.6	recognize that some household substances may be harmful; e.g., medication, household products	W–1.6	determine safe and responsible use of various household/garage substances	W–2.6	determine safe and responsible use of medications	W–3.6	describe the importance of decision-making and refusal skills when offered inappropriate substances; e.g., drugs, tobacco, allergens

(continued on page 9)

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WELLNESS CHOICES

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

PERSONAL HEALTH

Students will:

	Grade 4		Grade 5		Grade 6
W–4.1	explore the connections among physical activity, emotional wellness and social wellness	W–5.1	examine the impact of physical activity, nutrition, rest and immunization on the immune system	W–6.1	evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection
W–4.2	examine the impact of environmental factors on personal health, and develop positive environmental health habits; e.g., exposure to the sun, second-hand smoke, noise, extreme cold/heat	W–5.2	assess the importance of regular hygiene practices during adolescence; e.g., control of body odour, control of acne, maintenance of fresh breath	W–6.2	determine the health risks associated with the sharing of personal care items; e.g., articles of clothing, food/drinks, brushes, lip gloss
W–4.3	***describe physical, emotional and social changes that occur during puberty; e.g., menstruation, secondary sexual characteristics, changing identity and moods***	W–5.3	***identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g., fertilization, conception***	W–6.3	***identify and describe the stages and factors that can affect human development from conception through birth***
W–4.4	examine the various factors that influence body image; e.g., culture, media, peers, role models, weight loss industry	W–5.4	examine the impact that changes in interests, abilities and activities may have on body image	W–6.4	examine how health habits/behaviours influence body image and feelings of self-worth
W–4.5	analyze the need for variety and moderation in a balanced diet; e.g., role of protein, fats, carbohydrates, minerals, water, vitamins	W–5.5	examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes	W–6.5	analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants
W–4.6	examine and evaluate the health risks associated with smoking and various forms of tobacco	W–5.6	examine and evaluate the impact of caffeine, alcohol and drugs on personal health/wellness; e.g., physical, emotional, social	W–6.6	***examine and evaluate the risk factors associated with exposure to blood-borne diseases—HIV, AIDS, hepatitis B/C; e.g., sharing needles, body piercing, tattooing, helping someone who is bleeding, being sexually active***

(continued on page 10)

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WELLNESS CHOICES

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

PERSONAL HEALTH

Students will:

	Grade 7		Grade 8		Grade 9
W–7.1	compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection	W–8.1	examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs	W–9.1	use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement
W–7.2	examine personal grooming/cleanliness, and evaluate the impact of grooming/cosmetic advertisements on personal grooming habits/choices	W–8.2	analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium	W–9.2	analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture
W–7.3	***examine the human reproductive process, and recognize misunderstandings associated with sexual development***	W–8.3	***recognize and accept that individuals experience different rates of physical, emotional, sexual and social development***	W–9.3	***apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk***
W–7.4	analyze the messages and approaches used by the media to promote certain body images and lifestyle choices	W–8.4	develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look	W–9.4	analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal
W–7.5	relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity	W–8.5	evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods	W–9.5	develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines
W–7.6	analyze social factors that may influence avoidance and/or use of particular substances	W–8.6	analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving	W–9.6	analyze addictions; e.g., stages, kinds, and resources available to treat addictions

(continued on page 11)

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WELLNESS CHOICES

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

SAFETY AND RESPONSIBILITY

Kindergarten *Students will*:	**Grade 1**	**Grade 2**	**Grade 3**
(continued from page 6)			
W–K.7 identify unsafe situations, and identify safety rules for protection; e.g., avoid walking alone	W–1.7 describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you	W–2.7 identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate; e.g., handle such pressures as threats, bribes, exclusions	W–3.7 identify strategies to avoid being bullied in different case scenarios; e.g., communicate whereabouts, get away, say no firmly, avoid dares
W–K.8 identify safety symbols; e.g., Block Parents, hazardous goods symbols	W–1.8 determine reasons for and apply safety rules at home and at school; e.g., demonstrate fire safety behaviours	W–2.8 describe and apply communication safety behaviours at home; e.g., answering the door/telephone	W–3.8 employ practices that provide safety for self and others; e.g., describe strategies for safely preparing and storing food
W–K.9 describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground	W–1.9 describe and apply appropriate street safety behaviours in the community; e.g., as a pedestrian, passenger, cyclist	W–2.9 describe and apply safety rules when using physical activity equipment; e.g., bicycle, scooter, inline skates	W–3.9 describe, apply and analyze appropriate safety behaviours in the local community; e.g., street, railway crossings, dugouts, farm equipment, waterfront
W–K.10 describe and demonstrate ways to be safe at home and away from home; e.g., demonstrate telephone skills, and know when to share personal information	W–1.10 recognize community helpers, and identify how to seek their help; e.g., appropriate use of 911	W–2.10 identify members of personal safety support networks and how to access assistance; e.g., family members, teachers, Block Parents, police, clergy, neighbours	W–3.10 describe and apply age-appropriate behaviours when encountering an emergency; e.g., call for assistance, do not move an injured person

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WELLNESS CHOICES

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

SAFETY AND RESPONSIBILITY

Students will:

(continued from page 7)

Grade 4		Grade 5		Grade 6	
W–4.7	describe and demonstrate passive, aggressive and assertive behaviours; e.g., assertive strategies for use in dealing with bullies	W–5.7	identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture	W–6.7	identify and communicate values and beliefs that affect healthy choices
W–4.8	expand practices that provide safety for self and others; e.g., develop guidelines for safe use of technology/chat lines	W–5.8	promote safety practices in the school and community	W–6.8	analyze how laws, regulations and rules contribute to health and safety practices
W–4.9	describe ways to respond appropriately to potentially dangerous situations related to environmental conditions; e.g., lightning, avalanches, tornadoes	W–5.9	determine appropriate safety behaviours for community recreational situations; e.g., using snowmobiles, all-terrain vehicles, trampolines	W–6.9	evaluate the impact of personal behaviour on the safety of self and others
W–4.10	describe and demonstrate ways to assist with the safety of others; e.g., helping younger children play safely and cross streets safely	W–5.10	describe and demonstrate ways to assist with injuries of others; e.g., basic first aid	W–6.10	demonstrate responsibility for, and skills related to, the safety of self and others; e.g., baby-sitting, staying home alone, demonstrating Heimlich manoeuvre/ abdominal thrust techniques

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WELLNESS CHOICES

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

SAFETY AND RESPONSIBILITY

Students will:

(continued from page 8)

Grade 7	Grade 8	Grade 9
W–7.7 analyze the definition, effects and possible consequences of various forms of harassment	W–8.7 ***determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse***	W–9.7 ***evaluate implications and consequences of sexual assault on a victim and those associated with that victim***
W–7.8 analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety	W–8.8 identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossing lights	W–9.8 develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks
W–7.9 identify basic workplace safety procedures	W–8.9 describe rights and responsibilities of employers and employees in relation to workplace safety	W–9.9 analyze and evaluate laws and policies that promote personal, community and workplace safety; e.g., driving, boating, employment standards
W–7.10 identify and examine potential sources of physical/emotional/social support	W–8.10 develop strategies to effectively access health information and health services in the community; e.g., health hot line, family doctor, public health unit	W–9.10 assess the quality and reliability of health information provided by different sources; e.g., on the Internet

(continued)

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WELLNESS CHOICES

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

SAFETY AND RESPONSIBILITY

Students will:

(continued)

Grade 7	Grade 8	Grade 9
W–7.11 identify characteristics of resiliency; e.g., problem-solving skills, positive self-esteem, social bonding	W–8.11 identify and develop personal resiliency skills; e.g., planning skills, social competence	W–9.11 use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour
W–7.12 ***identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture***	W–8.12 ***identify and describe the responsibilities and consequences associated with involvement in a sexual relationship***	W–9.12 ***determine "safer" sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/ contraceptives properly***
W–7.13 ***examine the influences on personal decision making for responsible sexual behaviour***	W–8.13 ***describe symptoms, effects, treatments and prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B/C, HIV***	W–9.13 ***identify and describe the responsibilities and resources associated with pregnancy and parenting***
W–7.14 ***examine abstinence and decisions to postpone sexual activity as healthy choices***	W–8.14 ***identify and describe basic types of contraceptives; i.e., abstinence, condom, foam, birth control pills***	W–9.14 ***develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour***

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RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Awareness of personal feelings, appropriate expression of feelings and the learning of a vocabulary to express feelings begins in Kindergarten. In later grades, students learn coping behaviours to deal with worries and fears. They learn about handling mood swings, persistent negative feelings and the symptoms of suicide, with emphasis on the value of seeking help and talking to others.

Students learn the characteristics of healthy relationships. They learn that the development and maintenance of effective relationships requires the communication skills of listening, expressing needs and emotions, and providing feedback. Interwoven throughout is the awareness that students are not alone. They learn about support networks, mentors, and developing healthy relationships and positive interdependence.

Students learn how to maintain relationships and how to deal with change and transitions in a variety of life roles. They build a capacity to adapt and respond to the many aspects of change; e.g., family life cycle, school transitions, growth and development. As well, students develop and expand personal and community support networks for assistance in meeting the challenges of life.

Students learn to value the strengths and gifts of self and others. This knowledge is essential in order to build on team strengths and diversity to create opportunity for all members to make a valued contribution. Mutual support is reinforced as essential group skills are learned, such as conflict management, cooperation and effective decision-making skills. This leads to an understanding of group dynamics and skills for effective team membership.

Awareness of the uniqueness of self and others is fundamental. Concern for the welfare of others, not only for self, is an important aspect of healthy relationships. These strategies for managing relationships successfully are important life skills that are transferable to a variety of family, social and school/work settings.

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RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

UNDERSTANDING AND EXPRESSING FEELINGS

Kindergarten *Students will*:	**Grade 1**	**Grade 2**	**Grade 3**
R–K.1 demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness, excitement	R–1.1 recognize and demonstrate various ways to express feelings; e.g., verbal and nonverbal	R–2.1 recognize that individuals make choices about how to express feelings; e.g., frustration	R–3.1 recognize the effects of sharing positive feelings on self and others; e.g., express appreciation to self and others
R–K.2 explore the relationship between feelings and behaviours; e.g., feelings are okay, but not all behaviours are okay	R–1.2 identify physiological responses to feelings; e.g., being sad can make you tired	R–2.2 become aware that the safe expression of feelings is healthy	R–3.2 demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g., demonstrate good manners when expressing feelings
R–K.3 identify situations where strong feelings could result	R–1.3 identify positive and negative feelings associated with stress/change	R–2.3 identify possible psychological and physiological responses to stress	R–3.3 develop, with guidance, strategies to deal with stress/change
R–K.4 identify and begin to demonstrate effective listening; e.g., actively listen, respond appropriately	R–1.4 compare and contrast positive and negative nonverbal communication and associated feelings; e.g., positive and negative touches	R–2.4 develop communication strategies to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, who and how to tell	R–3.4 develop, with guidance, effective communication skills and strategies to express feelings; e.g., appropriate expression of anger

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RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

UNDERSTANDING AND EXPRESSING FEELINGS

Students will:

Grade 4	Grade 5	Grade 6
R–4.1 recognize that individuals can have a positive and negative influence on the feelings of others	R–5.1 recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt	R–6.1 recognize that individuals can choose their own emotional reactions to events and thoughts
R–4.2 identify and use short-term strategies for managing feelings; e.g., dealing with excitement, anger, sadness, jealousy	R–5.2 identify and use long-term strategies for managing feelings; e.g., dealing with disappointment, discouragement	R–6.2 establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings
R–4.3 recognize that management of positive/negative stress can affect health	R–5.3 recognize that stressors affect individuals differently, and outline ways individuals respond to stress	R–6.3 develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity
R–4.4 demonstrate respectful communication skills; e.g., describe behaviours that show respect for the feelings of others	R–5.4 practise effective communication skills; e.g., active listening, perception checks	R–6.4 identify, analyze and develop strategies to overcome barriers to communication

(continued on page 18)

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RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

UNDERSTANDING AND EXPRESSING FEELINGS

Students will:

Grade 7		Grade 8		Grade 9	
R–7.1	analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism	R–8.1	describe characteristics of persistent negative feeling states; e.g., depression, mood disorders	R–9.1	identify appropriate strategies to foster positive feelings/ attitudes
R–7.2	analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals	R–8.2	describe signs associated with suicidal behaviour, and identify interventional strategies	R–9.2	analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful
R–7.3	identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection	R–8.3	evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours	R–9.3	analyze, evaluate and refine personal strategies for managing stress/crises
R–7.4	analyze and practise constructive feedback; e.g., giving and receiving	R–8.4	analyze the effects of self-concept on personal communication	R–9.4	analyze, evaluate and refine personal communication patterns

(continued on page 19)

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RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

INTERACTIONS

Kindergarten *Students will:* *(continued from page 14)*	**Grade 1**	**Grade 2**	**Grade 3**
R–K.5 identify ways of making friends; e.g., introduce self, invite others to join activities	R–1.5 identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening	R–2.5 demonstrate ways to show appreciation to friends and others	R–3.5 develop strategies to build and enhance friendships
R–K.6 demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play	R–1.6 examine how personal behaviour and attitudes can influence the feelings and actions of others; e.g., inviting others to join	R–2.6 develop strategies to show respect for others; e.g., show interest when others express feelings, offer support	R–3.6 demonstrate inclusive behaviours regardless of individual differences or circumstances; e.g., physical, emotional, cultural, economic
R–K.7 identify causes of conflict in school or in play, and, with adult assistance, suggest simple ways to resolve conflict	R–1.7 demonstrate simple ways to resolve conflict, with limited adult assistance; e.g., agree to try to solve the problem	R–2.7 demonstrate an understanding of a strategy for conflict resolution; e.g., propose a compromise	R–3.7 examine the effects of conflict on relationships

GROUP ROLES AND PROCESSES

Kindergarten *Students will:*	**Grade 1**	**Grade 2**	**Grade 3**
R–K.8 demonstrate sharing behaviour; e.g., at home and in school	R–1.8 work cooperatively with a partner; e.g., take turns, respect space and property of others	R–2.8 recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer	R–3.8 develop skills to work cooperatively in a group
R–K.9 recognize that individuals are members of various and differing groups	R–1.9 recognize and accept individual differences within groups; e.g., one's own family	R–2.9 explain how groups can contribute to a safe and caring environment	R–3.9 encourage fair play through modelling; e.g., model fair play and safe play practices to cross-age groupings

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RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

INTERACTIONS

Students will:

(continued from page 15)

Grade 4		Grade 5		Grade 6	
R–4.5	identify changes that may occur in friendships, and explore strategies to deal with changes	R–5.5	identify possible changes in family relationships, and explore strategies for dealing with change; e.g., loss	R–6.5	develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy
R–4.6	identify and describe ways to provide support to others; e.g., help a friend deal with loss	R–5.6	investigate the benefits of fostering a variety of relationships throughout the life cycle; e.g., cross-age relationships	R–6.6	develop strategies to maintain and enhance appropriate cross-age relationships; e.g., within the family, school and community
R–4.7	practise effective communication skills and behaviours to reduce escalation of conflict; e.g., monitor personal body language	R–5.7	apply mediation skills when resolving conflicts; e.g., recognize feelings of others, allow others to express opinions	R–6.7	apply a variety of strategies for resolving conflict; e.g., practise treating differences of opinion as opportunities to explore alternatives

GROUP ROLES AND PROCESSES

Students will:

Grade 4		Grade 5		Grade 6	
R–4.8	describe and accept roles and responsibilities within a group	R–5.8	develop strategies to address personal roles and responsibilities in groups; e.g., dealing with conflict in group situations	R–6.8	analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community
R–4.9	assess how to act as important role models for others	R–5.9	explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members	R–6.9	make decisions cooperatively; e.g., apply a consensus-building process in group decision making

Home, school and community partnerships are critical to the delivery of this program of studies.

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RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

INTERACTIONS

Students will:

(continued from page 16)

Grade 7		Grade 8		Grade 9	
R–7.5	examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex	R–8.5	develop strategies for maintaining healthy relationships	R–9.5	describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships
R–7.6	explore and evaluate the impact of media violence on relationships	R–8.6	describe and provide examples of ethical behaviour in relationships; e.g., integrity	R–9.6	model integrity and honesty in accordance with ethical principles; e.g., develop strategies to behave in an ethical manner
R–7.7	evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose	R–8.7	develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts	R–9.7	refine personal conflict management skills; e.g., negotiation, mediation strategies

GROUP ROLES AND PROCESSES

Students will:

Grade 7		Grade 8		Grade 9	
R–7.8	analyze the potential effects of belonging to a group, team, gang	R–8.8	describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team	R–9.8	analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills
R–7.9	develop group goal-setting skills; e.g., collaboration	R–8.9	describe the characteristics of, and demonstrate skills of, an effective leader and group member	R–9.9	evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings

Home, school and community partnerships are critical to the delivery of this program of studies.

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LIFE LEARNING CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Students begin to develop practices, knowledge and skills related to career development in Kindergarten. They learn to respect the property of others and to understand the concepts of consequences and accountability. They grow to assume responsibility for choices related to their learning environment.

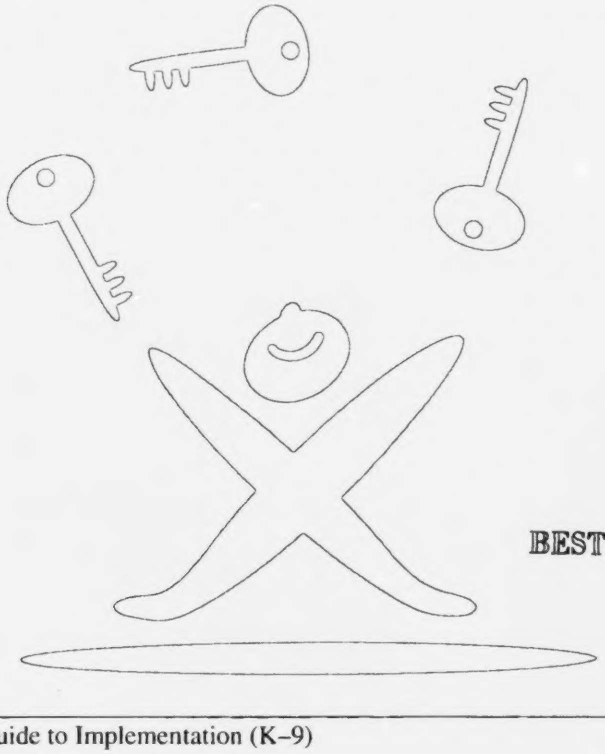
Learning strategies involve self-management. Self-direction and personal responsibility are developed as students learn to organize and manage their own resources of time, energy, money and personal property. Managing resources requires goal-setting skills.

Students in the upper grades learn about leadership and learning styles. They begin to appreciate that self-knowledge is basic to decisions made in leadership roles.

Specific, learning-related outcomes start by recognizing the strengths, interests, attributes and skills of self and others as a basis for understanding that opportunities and possibilities for learning are ever present and lifelong. Discovering a variety of ways to learn and contribute to the family, school, community and environment is an essential transferable skill to the world of work. This significant aspect of career development sets the stage for exploring career interests and choices.

As students progress through the grades they note changes in, and an expanding of, their interests and talents. They relate their strengths, skills and talents to potential career roles. An awareness of career possibilities increases as they use a variety of sources to explore career clusters and paths. Students consider factors that influence career selection, such as family, society and stereotyping. By Grade 9, students begin to develop résumé writing and job search skills.

Service learning is explored and experienced at each grade level. These experiences provide students with opportunities to learn, practise and refine skills while making meaningful contributions to their families, schools and communities.



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LIFE LEARNING CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

LEARNING STRATEGIES

Kindergarten *Students will:*	Grade 1	Grade 2	Grade 3
L–K.1 select, engage in and complete some independent learning tasks; and seek assistance, as necessary	L–1.1 demonstrate independence in completing tasks and activities, when appropriate	L–2.1 demonstrate organizational skills; e.g., notebook organization, desk organization	L–3.1 develop and demonstrate test-taking skills; e.g., adequate preparation, predicting questions, dealing with test anxiety
L–K.2 demonstrate curiosity, interest and persistence in learning activities	L–1.2 explore different ways to know, or come to know, new things; e.g., seeing, smelling, touching	L–2.2 identify personal behaviours that show readiness to learn	L–3.2 identify ways individuals learn in various environments
L–K.3 develop an awareness of situations where decisions are made	L–1.3 identify steps of a decision-making process for an age-appropriate issue	L–2.3 apply the decision-making process for age-appropriate issues	L–3.3 generate alternative solutions to a problem, and predict consequences of solutions; e.g., how they could affect physical, emotional, social wellness
L–K.4 N/A	L–1.4 define a goal, and recognize that setting goals helps accomplish tasks	L–2.4 recognize that it takes time and effort to accomplish goals	L–3.4 identify the steps of the goal-setting process, and apply these components to short-term personal goals

(continued on page 25)

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LIFE LEARNING CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

LEARNING STRATEGIES

Students will:

Grade 4	Grade 5	Grade 6
L–4.1 develop and apply skills for personal organization/study; e.g., use an effective environment, implement a study plan	L–5.1 identify and implement an effective time management plan; e.g., prioritize goals	L–6.1 expand strategies for effective personal management; e.g., develop and implement a personal budget, assess the power of positive thinking
L–4.2 identify ways individuals continue to learn throughout their lives	L–5.2 affirm personal skill development; e.g., identify and analyze changes in personal interests, strengths and skills	L–6.2 identify personal skills, and skill areas, for development in the future
L–4.3 demonstrate effective decision making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results	L–5.3 investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making	L–6.3 analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered
L–4.4 distinguish among, and set, different kinds of goals; e.g., short-term and long-term personal goals	L–5.4 analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits	L–6.4 identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans

(continued on page 26)

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Home, school and community partnerships are critical to the delivery of this program of studies.

LIFE LEARNING CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

LEARNING STRATEGIES

Students will:

Grade 7	Grade 8	Grade 9
L–7.1 develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style	L–8.1 determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest	L–9.1 apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination
L–7.2 practise ways to extend personal capacity for learning; e.g., positive self-talk, affirmations	L–8.2 examine learning priorities, and implement a learning plan	L–9.2 relate the value of lifelong learning to personal success and satisfaction
L–7.3 differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept "no" from others	L–8.3 identify components of ethical decision making, and apply these concepts to personal decision making	L–9.3 use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices
L–7.4 revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community	L–8.4 begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills	L–9.4 refine personal goals and priorities relevant to learning and career paths; e.g., investigate education programs including senior high school programs and those related to potential careers

(continued on page 27)

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LIFE LEARNING CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

LIFE ROLES AND CAREER DEVELOPMENT

Kindergarten *Students will:* *(continued from page 22)*	Grade 1	Grade 2	Grade 3
L–K.5 express preferences, and identify basic personal likes and dislikes	L–1.5 recognize interests, strengths and skills of self	L–2.5 recognize, acknowledge and respect that individuals have similar and different interests, strengths and skills	L–3.5 examine personal skills and assets; e.g., physical, verbal, intellectual
L–K.6 demonstrate awareness of the ways in which people take care of responsibilities in the home and school	L–1.6 demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid work	L–2.6 recognize that each individual has many roles in life; e.g., friend, sister	L–3.6 examine the responsibilities associated with a variety of age-appropriate roles; e.g., family member, friend

VOLUNTEERISM

Kindergarten *Students will:*	Grade 1	Grade 2	Grade 3
L–K.7 identify ways to help	L–1.7 describe ways people volunteer in the school and in the community	L–2.7 explain why volunteerism is important	L–3.7 assess how individual contributions can have a positive influence upon the family, school and community
L–K.8 perform volunteer tasks as a class; e.g., draw pictures to show appreciation	L–1.8 select and perform volunteer tasks in the classroom	L–2.8 select and perform volunteer tasks in the school	L–3.8 select and perform volunteer tasks as a class or as a group

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LIFE LEARNING CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

LIFE ROLES AND CAREER DEVELOPMENT

Students will:

(continued from page 23)

Grade 4	Grade 5	Grade 6
L–4.5 relate personal interests to various occupations	L–5.5 relate personal skills to various occupations	L–6.5 relate knowledge, skills and attitudes of a successful student to those of successful workers
L–4.6 recognize that personal roles will change over time and circumstances	L–5.6 assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media	L–6.6 analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level

VOLUNTEERISM

Students will:

Grade 4	Grade 5	Grade 6
L–4.7 describe the impact of service contributions on self; e.g., increase in self-worth, confidence and understanding of others	L–5.7 identify, within the school, the volunteer service accomplishments of staff and students	L–6.7 identify the volunteer accomplishments of the community, and communicate information and appreciation
L–4.8 select, perform as a class and analyze volunteer accomplishments; e.g., participate in spring cleanup, collect used eyeglasses	L–5.8 develop strategies for showing appreciation for volunteer contributions; e.g., use communication technologies	L–6.8 analyze and assess the impact of volunteerism in the school and community

LIFE LEARNING CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

LIFE ROLES AND CAREER DEVELOPMENT

Students will:

(continued from page 24)

Grade 7	Grade 8	Grade 9
L–7.5 create a personal portfolio showing evidence of interests, assets and skills; e.g., certificates of participation	L–8.5 update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths	L–9.5 extend and improve a personal portfolio; e.g., include sample application form, personal résumé, answers to typical interview questions
L–7.6 examine factors that may influence future life role/ education/career plans; e.g., technology, role models	L–8.6 investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media	L–9.6 develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind

VOLUNTEERISM

Students will:

Grade 7	Grade 8	Grade 9
L–7.7 determine and use knowledge and skills of the class to promote school and community health	L–8.7 relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community	L–9.7 analyze the potential impact of volunteerism on career opportunities
L–7.8 apply effective group skills to design and implement a school–community health enhancement plan; e.g., plant trees in playgrounds to provide future shade	L–8.8 investigate the characteristics of a mentor, and practise mentorship in a group setting	L–9.8 investigate personal safety procedures for working as a volunteer; e.g., work in pairs

Home, school and community partnerships are critical to the delivery of this program of studies.

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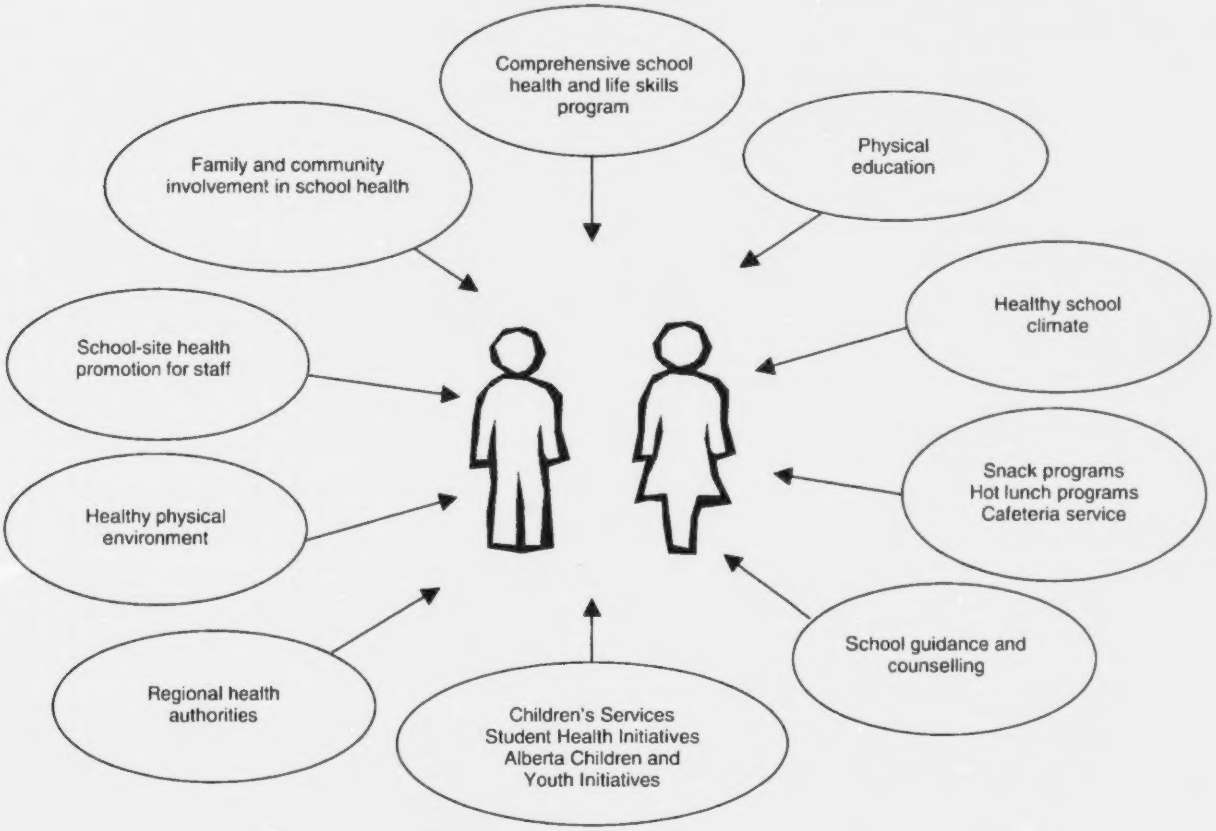
Comprehensive School Health

Integrated approach

Comprehensive school health is an integrated approach that gives students opportunities to observe and learn positive health attitudes and behaviours. It includes a broad spectrum of programs, activities and services that take place in homes, schools and communities in order to help children and youth enhance their health, develop to their fullest potential, and build productive and satisfying relationships. The programs, activities and services developed within comprehensive approaches involve young people, families, schools, agencies and organizations concerned with children and youth.

Components of a comprehensive school health approach include:

- health and physical education instruction that promotes commitment to healthy choices and behaviours
- health and community services that focus on health promotion, and provision of appropriate services to students and families who need assistance and intervention
- environments that promote and support behaviours that enhance the health of students, families and school personnel.


Comprehensive school health and life skills program
Physical education
Healthy school climate
Snack programs
Hot lunch programs
Cafeteria service
School guidance and counselling
Children's Services
Student Health Initiatives
Alberta Children and Youth Initiatives
Regional health authorities
Healthy physical environment
School-site health promotion for staff
Family and community involvement in school health

Determinants of health

Strong support networks, services, physical environments and instruction are all important determinants of health. Each of these factors can be positively influenced through a comprehensive school health approach.

Support networks

To make healthy lifestyle decisions, children and youth depend on support from the people around them. Families, peers, school staff and community members can influence and reinforce health. The comprehensive school health approach strengthens support networks and encourages active involvement of key people in the learning process. Support includes:

- parental involvement
- mentors
- peer support
- community participation and development
- family wellness programs
- staff wellness programs.

Services

Many organizations are responsible for delivering health services, including regional health authorities, Children's Services and the Alberta Alcohol and Drug Abuse Commission (AADAC). The support services essential for a comprehensive school health approach include:

- early identification and intervention
- child protection services
- counselling
- services for students with special needs
- treatment, rehabilitation and post-treatment support.

Physical environments

Clean, safe environments promote health and help prevent injuries and disease. To be most effective, a comprehensive school health approach needs healthy physical environments within schools and communities, which includes:

- effective safety procedures and regulations
- environmental standards, such as adequate lighting and safe noise levels
- adequate sanitation and hygiene standards
- measures for promoting safety and preventing injuries
- support for good nutrition
- smoke-free school policies.

Instruction

Effective health education:

- is linked to health services
- is supported by health policies, programs and activities in schools and communities
- takes place in a healthy and safe physical environment.

The comprehensive school health approach recognizes that schools are part of their larger communities and that learning happens in and beyond the school environment. It acknowledges that much of what is learned is affected by influences outside classrooms, and that the likelihood of students adopting and maintaining healthy behaviours increases when messages from multiple sources are consistent.

The essential feature of the comprehensive school health approach is the connections among these components—support networks, services, physical environments and instruction. The comprehensive school health approach involves people working together so that all young people can make positive choices to enhance their own health and the health of the communities in which they live.

Program benefits

Studies of school-based programs indicate that health and life skills instruction is effective in changing health behaviours and attitudes. The integration of instruction with social supports, community services and healthy physical environments brings about even better results.

The comprehensive school health approach encourages long-range planning, and provides a framework for schools, parents and communities to focus on what is most important at any specific time. The overall purpose of the comprehensive approach is to provide a good education, improve health and foster healthy attitudes and behaviours.

Benefits for learners

Studies on the relationship between health and performance in school indicate that positive school climates can improve learning and teaching. Physical activity can also improve brain functioning and increase academic success. Research also indicates that students who experience success at school, and believe they have options for the future, understand the value of good health.

Benefits for families

The comprehensive school health approach helps young people and their families understand how they can have control over many conditions that affect their health. Parents can also present a family perspective on sensitive topics, and help their children apply and integrate the new health information and skills they are learning. Overall, a comprehensive school health approach results in improved health behaviours for the whole family.

Benefits for schools

Schools that adopt a comprehensive school health approach experience tangible benefits, such as improved student achievement, lower absenteeism, reduced drop-out rates, less student alienation and lower incidences of smoking and alcohol use.

When students practise and commit to expressing feelings appropriately, communicating persuasively, resolving conflicts nonviolently and managing stress effectively, they help create healthier school climates.

This approach also helps staff coordinate efforts and tailor programs to meet specific goals and needs. A comprehensive school health approach assists in establishing priorities and maximizing use of instructional and administrative time.

Benefits for teachers

Teachers also benefit from environments and programs that support good health. Staff wellness programs can improve teacher performance and reduce stress. Staff who participate in school site health promotion activities, such as physical fitness, balanced nutrition or smoking cessation, are more likely to reinforce positive health messages through their daily interactions with students.

Benefits for service agencies

For health and children's services professionals, this approach provides collaborative advantages that support the efficient delivery of services. This approach offers mental health and regional health authority staff opportunities to promote the services they provide, which increases the likelihood that students receive the health services they need.

For government officials, comprehensive school health provides a framework for planning and policy development that enables them to consider both the big picture, and local needs and concerns.

Partnership benefits

For families, volunteers and community groups, this approach fosters partnerships through programs and activities. The comprehensive school health approach is a framework that encourages schools, parents and communities to strive to achieve shared goals. Communities expect schools and families to prepare students to become healthy, productive citizens. Communities, in turn, have a responsibility to join with schools and families to support efforts to achieve this goal. School and community partnerships take many forms—from individuals working together to a collective of community groups forming partnerships with entire school divisions.

Cost benefits

The comprehensive school health approach is cost effective. With even modest overall success rates, reducing illness-related downtime saves dollars. Building attitudes and behaviours for improved long-term health is a worthwhile investment.

Implementing comprehensive school health

Comprehensive school health is a process that starts from the specific school's current situation, and evolves from that school's unique concerns and priorities. As a result, a comprehensive health approach looks different in each school. The needs, issues and concerns of students and their families vary from school to school depending on the ages of the student population, geographic location, and social climate of the school and community.

One strategy for implementing a comprehensive school health approach includes the following steps.

1. Establish a school-based leadership team by identifying key players, such as administrators, health educators, physical educators, school counsellors, local health unit staff, parents and supporting health partners from community agencies.

2. Develop a common mission and language. Define what a healthy school is and identify what healthy school practices would look like.

3. Ensure school staff understand and support the comprehensive school health approach.

4. Conduct a needs assessment survey to identify student, family and staff needs.

5. Map existing school-based and community resources, and identify duplications and gaps in service.

6. Use the resource map and needs assessment data to prioritize program needs and make decisions about how to strengthen or modify existing efforts.

7. Analyze potential barriers to implementing this approach and develop strategies to overcome these challenges.

8. Develop an action plan that includes:
   - professional development opportunities
   - a funding structure that identifies existing and potential resources
   - communication activities that expand and maintain community awareness
   - evaluation.

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Communicating with parents

Parents are essential partners in health education. Throughout this guide, the terms family and parent refer to all primary caregivers, whether they be single parents, foster or adoptive parents, guardians or grandparents. Because so much of health and life skills learning occurs naturally in the home, parents often have a special interest in the topics and activities that are introduced, discussed and explored in the classroom health program.

Classroom teachers can enhance partnerships with parents by dealing proactively with potential issues and concerns. Parents who are fully informed about health education are typically supportive. Look for opportunities to keep parents informed such as showing them resources and materials or inviting them to participate in an evening presentation that includes taking part in some of the actual classroom activities.

The reality is, in some families, adults make unhealthy choices. Children may see the adults in their lives abuse alcohol and drugs, smoke cigarettes or make unhealthy food choices. Teachers need to be sensitive to these issues and tailor health messages to encourage positive health choices without criticizing those who make other choices. Teachers can also help students understand that some habits, such as smoking, are difficult to change. Students need to learn the life skill of communicating concern without judging or criticizing.

Share the curriculum

At the beginning of the school year, provide parents and students an outline of the health and life skills program and a timeline for the concepts students will be exploring. Explain key instructional strategies, and outline how student learning will be assessed and reported. Encourage parents to have regular discussions with their children about what they are learning in their health classes.

Provide opportunities to participate

Invite parents to join the class on field trips, serve as guest speakers or attend classroom or school-wide events. Throughout the school year, target several activities to include parents. Schools could also offer parent education programs focusing on topics that parallel those in the classroom curriculum. Use the *Home, School and Community Connections*, contained in selected illustrative examples in this guide, to enhance parent involvement and create community support.

Newsletters

Keep lines of communication open by sending home ongoing information via a weekly or monthly classroom newsletter. Include articles about health and life skills learning activities, and clearly outline the goals and benefits of such activities. When possible, have students write the articles, reflecting on what they learned from the activities and why these concepts are important. Use the newsletter to encourage parents to contact you with questions, concerns or suggestions.

Another effective strategy for involving parents is to produce special publications, such as a one-page fact sheet or calendar of activities, that suggest ways families can support and model the health skills their children are learning. Many of these suggestions are listed in the *Home, School and Community Connections* sections within selected illustrative examples of this guide.

Homework

When sending assignments home as homework, be sure to include the objectives of the assignment and provide clear directions. When students receive homework that involves their families, both students and schools benefit from the ideas and experiences parents contribute. For example, students could interview family members on certain attitudes, experiences or practices. Parents could help their children compile lists of safe behaviours they see at home or in the community, or brainstorm volunteer opportunities in their neighbourhoods. Completing engaging assignments at home is a meaningful way to involve parents in their children's learning, and an opportunity for family and community resources to enrich students' learning.

When sending home assignments, consider cultural differences and issues that may be sensitive for families. Family beliefs, practices, priorities and communicating styles may differ from those taught in school.

Report progress

As part of the reporting process, provide opportunities for students to talk about their learning and progress in relation to the health and life skills program. Send home self-evaluation checklists throughout the year and include a place for parent signature and comments. Use sentence starters, such as "Today I learned that …" as a starting point for students to share their learning with parents. Include samples of student work from the health program in each term's portfolio.

Be a resource

The health education teacher can also serve as a resource to families. Parents may want to use classroom materials in their own discussions at home or they may ask for additional information on topics related to the Health and Life Skills Program of Studies.

Building healthy school cultures

Creating an effective health and life skills program at the classroom level requires the commitment, support and involvement of the whole school community. There are numerous ways to make health and life skills a positive, dynamic part of school culture, including:

- service learning projects
- extracurricular activities that promote healthy lifestyles
- health-focused special events
- displays that reinforce concepts in the health and life skills program
- newsletter articles that promote healthy living and decision making
- targeted co-curricular activities.

School staff need to work together to ensure that school philosophy, policies and practices support healthy living. All school staff need to model and practise healthy behaviour.

Enhancing classroom climates

Establishing a climate of collaboration and cooperation is essential in the health and life skills classroom. Besides making learning more effective, instructional methods based on cooperation help students develop positive social attitudes.

Classroom rules

It is important to make classroom rules and expectations explicit. At the beginning of the year, discuss class rules with students and post rules in a visible spot in the classroom. Keep language positive and the messages clear. Behavioural guidelines can be general and all encompassing or detailed and specific. Whichever the form, it's essential that the framework be adaptable to the changing needs of the class.

A Student Code of Conduct or a Bill of Rights could outline behavioural expectations and contribute to a positive classroom climate. Some teachers work with their students to develop T-charts of what key behaviours, such as effort and cooperation, look like, sound like and feel like.

Whatever strategy is used for developing classroom guidelines, the key to success is giving students opportunities to discuss and reflect on what they need to do, why they need to do it and what the potential consequences of their behaviour, both positive and negative, will be. Classroom expectations are reinforced when they are clearly and positively communicated to parents through class newsletters and other communication vehicles.

The right to privacy

In the health and life skills classroom, particularly during discussion, it is essential to respect each student's right to privacy. Establish routines that allow students to "pass" when they do not wish to give information or opinions on any topic they find personally embarrassing or that, for whatever reason, they do not wish to discuss with others. Teachers also have the right to decline to share personal information or opinions.

Fostering self-worth

The Health and Life Skills K–9 Program of Studies provides a foundation and framework for helping students develop a positive sense of self. Self-esteem is not taught as a separate topic nor is it effective to do so. Instead, skills and concepts that enhance feelings of self-worth and personal capacity are introduced and reinforced throughout the curriculum across grade levels.

Learning outcomes in this curriculum help students recognize and appreciate uniqueness in themselves and others. Outcomes also encourage students to develop strategies for improving personal competence by learning how to resolve conflict, negotiate, mediate, refuse unhealthy requests, express feelings appropriately and recognize personal skills. Students also identify role models, and serve as mentors and role models to others. Setting short- and long-term goals, building personal portfolios and participating in service learning activities help students clarify personal missions and make a commitment to healthy lifestyle choices.

Handling controversial issues

Discussing and exploring sensitive and controversial issues are integral parts of the Health and Life Skills Program of Studies. Almost any topic can become controversial. Teachers must rely on their sense of responsibility and professionalism to create constructive learning experiences.

Alberta Learning guidelines for controversial issues[1]

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student education in Alberta.

Studying controversial issues helps prepare students for responsible participation in a democratic and pluralistic society. Such study helps students develop the ability to think clearly, reason logically and open-mindedly, respectfully examine different points of view and make sound judgements.

Teachers, students and others participating in studies or discussions of controversial issues should exercise sensitivity to ensure no one is ridiculed, embarrassed or intimidated for his or her position.

When discussing controversial issues:

- present alternative points of view, unless that information is restricted by federal or provincial law
- consider the maturity, capabilities and educational needs of students
- consider the requirements of provincially prescribed and approved courses, programs of study and education programs
- consider the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.

Teachers should use controversial issues to promote critical inquiry rather than advocacy, and to teach students *how* to think rather than *what* to think.

Schools play a supportive role to parents in the areas of values and moral development, and should handle parental decisions about controversial issues with respect and sensitivity.

Sharing personal information

Dealing with controversial and sensitive issues encourages students to examine their own beliefs and experiences. Inherent in asking students to share personal information in the health and life skills classroom is the issue of confidentiality. Consider the following two examples.

- During a brainstorming session, one student states that his wish for the new year is that his parents not get a divorce. Should this list be posted in the classroom where visiting parents, school staff and students might read it?
- Students draw and label pictures of their families in a kindergarten health activity. These drawings contain a great deal of personal information. Should they be displayed on a bulletin board for visitors?

Teachers need to act with sensitivity and discretion when handling individual student information that is sensitive or could cause embarrassment or distress to the student or family. They need to anticipate where a discussion is going in order to protect individual students from revealing inappropriate personal information.

Be considerate of student privacy and share information about your students on a need-to-know basis. Be aware of how the *Freedom of Information and Protection of Privacy Act* (FOIPP) affects policy and practice in your school.

Reporting child abuse

Issues of personal safety are integrated throughout the health and life skills program and they can generate important discussion. If a child discloses information about an abusive situation, teachers are legally and ethically obligated to break confidentiality and report the situation directly to the local office of Alberta Children's Services. Reports can also be made to the Child Abuse Hotline at 1–800–387–5437.

Human sexuality instruction

The human sexuality component of the Health and Life Skills Program of Studies begins in Grade 4 and continues through to Grade 9 under the first General Outcome: Wellness Choices. Parents need to be advised of their right to exempt their children from this course component prior to the start of human sexuality instruction. A sample letter is included as *Teacher planning tool 1: Sample letter to inform parents of human sexuality instruction* on page 1 of Appendix A.

Teachers must provide alternative learning experiences for students exempted from human sexuality instruction. These could include joining another class for an appropriate learning activity or completing an alternate project in the library or computer lab.

Involving community partners

By definition, a comprehensive school health approach involves schools and communities collaborating to enhance the well-being of students.

Share responsibility

Shared responsibility and teamwork is key to a successful comprehensive school health approach. Homes, schools and communities need to work together to provide students, families and communities with programs, services and resources that promote healthy living and decision making.

Identify needs and issues

Identifying local needs and issues is key to the success of an effective health and life skills program. Many specific outcomes in the health program of studies give examples of potential contexts for exploring and discussing the outcomes. Teachers need to identify the contexts most relevant to students and their communities.

Identify resources

Identifying community resources for enhancing health and life skills instruction is key to the success of the comprehensive school health approach. There are many local agencies and resource people who can provide information, training and materials for the health and life skills program. For example, local Lions Clubs may sponsor Lions Quest training, school police resource officers are often consulted on specific issues, and local services clubs may help identify local service needs. Schools need to compile up-to-date information on community agencies and available resources. It's important to connect with local health authorities and locate regional directories of community services.

The local media can also provide a window into the community. Teachers can use news articles, editorials, feature stories and video clips to bring local issues and perspectives into the health and life skills classroom.

Inviting the community into the classroom

Students need to build healthy relationships with the community. When planning the health and life skills program for the year, look for opportunities to benefit from the many community resource people in your area. This could include parents, other school staff, social agency representatives or community members who have relevant information and experiences to share with students. These resource people can inject new ideas and opinions into the classroom. Whether a single guest or an expert panel, new faces and new perspectives can help students and teachers consider information and issues from different angles.

Community guests can:

- discuss how community organizations encourage people to make healthy choices
- share information that relates to building positive relationships and making healthy choices
- talk to students about why they have chosen to be involved with their organizations or professions
- work with students to plan an activity that focuses on aspects of positive behaviours and healthy relationships
- share personal experience on a particular health issue
- share volunteer experiences
- promote service learning opportunities.

Preparing for guest speakers enhances the experience for students, teachers and guests. Before the visit, make a telephone call to outline the focus of the unit currently under study and share strategies for interacting with students. When possible, follow up the telephone conversation by putting in writing the specific goals of the session, the time and date, and any other relevant information. Make sure guests understand that parents have the right to exempt their children from human sexuality instruction so if this is to be part of the presentation, parents must be informed prior to the session. A checklist for hosting a community resource person is included in *Teacher planning tool 2: Hosting a community resource person checklist* on page 2 of Appendix A.

Offer guests the following tips for interacting effectively with students.

- Personalize the information so students understand how it relates to their lives.
- Question students to find out what they know and believe about the topic.
- Use visual aids and actual items or samples to better explain concepts.
- Use vocabulary and concepts that are age-appropriate.
- Vary the pace.
- Maintain eye contact while talking.
- Move around the classroom.

Encourage speakers to use a variety of instructional strategies, including question-and-answer sessions or activities in which students can participate. Encourage visitors to include an informal discussion session as part of their presentation. This gives students opportunities to ask questions and participate in activities, such as examining information the guest might bring in. Some students might want to share stories or knowledge related to the topic under discussion. A tip sheet for guest speakers is included in *Teacher planning tool 3: Tips for community resource people* on page 3 of Appendix A.

Set the stage

Prepare students for a guest by brainstorming a list of questions the day before the session. Record the questions on chart paper and post for the guest to see. Not only does this activity create anticipation and background information, it generates thoughtful questions and makes the best use of limited class time. Posting the questions allows the speaker to see the range of interests and address them in a natural sequence. An added bonus is that individual students who are reluctant to ask questions in a large group can participate in the brainstorming session and have their questions and concerns addressed anonymously.

If necessary, review listening behaviours, expected etiquette and ground rules for asking questions. Encourage students to listen to others so comments or questions are not repeated, and to keep their hands down until the speaker invites questions. Discuss the importance of staying on topic and taking turns.

Introductions and thank-yous

On the day of the visit, encourage students to wear name tags so the guest can address students by name. Have a student introduce and thank the speaker. Follow up with thank-you letters, including students' comments on how they benefited from the visit. Thank-you letters give students an opportunity to reflect on the issue or topic presented, and also give guests useful feedback.

Look for other connections

Community resource people may interact with students in other ways. They may participate in telephone or e-mail interviews or meet with groups of students researching a particular issue.

Taking the classroom into the community

A comprehensive school health approach encourages students and teachers to look beyond the classroom walls. Working with community service agencies or organizations on specific tasks or projects can help students develop a sense of community and purpose, and a real understanding of local needs and issues. Students may address specific outcomes of the curriculum by going into the community to gather information or provide a service. For example, they could participate in spring clean up activities or in a buddy reading program with a neighbouring preschool. Older students could help organize and promote a blood donor clinic or serve lunch at a seniors' centre. For more ideas on service learning, see pages 94–100 of the *Instructional Strategies* chapter in this guide.

Endnotes

1. Adapted from Alberta Learning, *Guide to Education: ECS to Grade 12* (Edmonton, AB: Alberta Learning, 2002), p. 76.

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Identify what you know

Know the students

Begin by thinking about the makeup of the class. Because each group of students has different learning needs, the plan for one teacher's classroom may be significantly different from that of another. Teachers need to decide how to allocate time for the major learning outcomes based on the needs of their current class.

In any one classroom, there is at least a three-year span in students' physical, social, emotional and intellectual maturity, and their readiness or need for specific health and life skills information. Many of the specific outcomes in the health and life skills program list a number of possible contexts for exploring and discussing the outcome. Teachers should work with their students to choose a specific focus or context that is relevant to them and their community.

It is also important to consider what issues might not be appropriate or should be handled with care. For example, if a particular student has recently lost a family member to suicide or a car accident, these topics should be handled with discretion and sensitivity.

To make the most effective plan for the health and life skills program, identify what kind of topics and activities will best engage a certain group of students, and what focus will generate the most interest and commitment. The health and life skills program offers much latitude for choosing topics that are meaningful to students. Using the personal experiences of the students as a lesson starting point promotes a link between the practice and transfer of skills in the classroom to the home and community.

Know the community

To plan an effective health and life skills program, it is essential to identify the strengths and needs of the community in which students live. In our diverse society, there are parents who will approve of certain content and teaching methods in the health and life skills classroom, but there are also some parents who will not. Teachers must consult with school principals and parents, and keep all stakeholders advised of the content and focus of the health and life skills program.

Teachers need to consider community opportunities in their planning. Look for designated weeks or months, such as Yellow Ribbon Week or Heart and Stroke Month, to address topics that complement the health and life skills program. Consider community opportunities that could reinforce and extend learning. See *Teacher planning tool 4: Calendar of Designated Dates, Alberta* on pages 4–5 of Appendix A.

Gather resources

Consider available resources and how they complement curriculum outcomes. Videos, posters, novels, reference materials, commercially designed manuals, community designed programs, Web sites and resource people are all examples of resources. To meet the needs of all learners, it is essential to use a variety of resources from a variety of media. No single resource can be used to teach the entire health and life skills program for any grade level.

A list of resources reviewed and authorized by Alberta Learning is available at www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls/default.asp. The list includes student support resources and authorized teaching resources.

Schools need to inventory and review current resources, and make plans for compiling additional resources. It is also important to cull and discard outdated and questionable material. Make sure the material you are using is appropriate, engaging and accurate.

Organize instruction

Organization in elementary grades

The combined time allotment for health and physical education instruction for grades 1 to 6 is 150 minutes per week.

Health and life skills instruction can be delivered several ways in elementary grades. Weekly classes of 30–40 minutes are common. Some schools integrate specific outcomes from the Health and Life Skills Program of Studies into religion, language arts, social studies and physical education.

Organization in middle and junior high schools

The grades 7 to 9 allotment is a total of 150 hours of health instruction over the course of three years. Research strongly indicates that for health instruction to be most effective, it should occur a minimum of 50 hours each and every school year. This program of studies is designed to be delivered each year, at each grade level.

Health and life skills instruction in middle and junior high schools can be organized in a variety of ways, including weekly health classes, monthly conferences, advisory programs and integration into other subject areas.

Timetabled health class

Many middle and junior high schools schedule one health class a week. This model ensures instructional time is dedicated to the specific outcomes of the Health and Life Skills Program of Studies.

Conference model

The conference model is a focused school-wide initiative in which daylong conferences are organized around one or more health and life skills outcomes. The conference activities are often built around a specific theme, such as active living or healthy decision making. The activities give students a variety of opportunities to explore and practise new skills, and learn new information and ideas. A conference could be an annual event, such as a Career Fair, or could be scheduled monthly to cover the entire health curriculum over the course of the school year.

Conferences are an effective way to involve community partners and build a school-wide culture of healthy living. They require extensive planning, and rely on teamwork and effective use of resources. Planning has to consider how outcomes for each level will be met. Schools using the conference model report high levels of student participation and satisfaction.

Advisory programs

Another delivery model is to use the daily advisory program for health and life skills instruction. This model can have different names, including care groups, and health and guidance groups. Typically, these programs are timetabled for 20-minute periods, five days a week. The daily contact and smaller student groups create a safe and caring environment for introducing new skills and concepts, practising skills, and completing in-class projects and presentations. This system works most effectively for health instruction when students in advisory groups are in the same grade level. Planning for cross-grade programs requires detailed long-range planning, careful tracking and effective teamwork.

Subject integration

There are many opportunities to integrate health and life skills education into other areas of study, including language arts, social studies, physical education and family life studies.

For example, the Physical Education Program of Studies contains a number of specific learner outcomes that relate directly to specific outcomes in the K–9 Health and Life Skills Program of Studies. See Teacher planning tools 12 to 21 on pages 14–23 of Appendix A. These tools can be used for cross-curricular planning.

An integrated approach still requires that teachers plan instruction for specific health and life skills outcomes. Consider infusing aspects of health and life skills learning across the school day to complement, rather than replace, dedicated health and life skills instruction time. Schools need to explore which model of delivery will best address the curricular outcomes and needs of the school community.

Choose an instructional framework

Instructional frameworks act as lenses, helping teachers clarify and enhance their instructional ideas and practices into an interrelated set of teaching tools. Instructional frameworks help teachers make wise choices about how to use an array of learning, teaching and assessment activities to best meet the learning needs and interests of students. Three instructional frameworks that are especially congruent with the instructional needs of the health and life skills program are brain research, Howard Gardner's theory of multiple intelligences and Bloom's taxonomy.

Brain research

Over the past 30 years, new technology has resulted in a dramatic increase in information available about the brain. Educators are using this information to support and inform classroom practice. Politano and Paquin (2000) outline 10 factors to create brain-compatible teaching and learning environments for health education. These factors, based on the research of Eric Jensen, are: uniqueness, assessment, emotions, meaning, multi-path, brain-body, memory, nutrition, cycles and rhythms and elimination of threats.

Uniqueness—Brain-based learning is compatible with health and life skills education because the outcomes of the program of studies recognize and value the uniqueness of individuals. The health and life skills program encourages students to identify their strengths and needs as learners and community members. It also provides learners with several choices on how to process their thinking and represent their learning. This choice and variety permits students to work in ways that most suit their unique learning styles and developmental stages.

Assessment—Because of the wide-ranging outcomes in the health and life skills program, it is essential that good assessment drive instruction. Teachers need to find out what students know and what they need to learn. Assessment is most authentic when learning is demonstrated within the context of the classroom with real tasks and assignments that closely reflect previous work in the classroom.

Emotions—The health and life skills program explores emotions and how they affect our daily lives. It recognizes that emotion strongly affects learning, attention, memory and health. Health and life skills education helps students become more aware of their emotional states, and develop strategies for managing their emotions.

Meaning—The intent of the health and life skills program is for students to create meaning, rather than just receive information. Teachers can help students create meaning by providing opportunities to explore the big picture perspective of health-related issues, and drawing links between what students are learning and how they are living.

Multi-path—In the health and life skills classroom, there are many opportunities to present rich, multidimensional, sensory experiences. The more ways teachers present information to students, the more opportunities students have to make those brain connections, and understand and remember material.

Brain-body—Using physical activity as part of instruction helps motivate and energize students. Role-plays, cooperative games and service learning projects all help the brain learn.

Memory—Memory plays an important role in learning. There are many strategies teachers can use within health and life skills instruction to help students build memories, including role-plays, reflective journals and storytelling.

Nutrition—A number of specific outcomes in the Health and Life Skills Program of Studies address the importance of healthy food choices and how this affects learning, attention, moods and general well-being. Encourage students to eat nutritious snacks and drink water during the school day to maintain energy levels and optimum brain functioning.

Cycles and rhythms—Individual students have varying body rhythms and energy cycles. By providing choice and variety wherever possible, teachers create the most productive learning climate for all. Cycles can be positively affected through actions that emotionally engage students, such as storytelling, singing, humour and drama.

Elimination of threats—A safe and supportive classroom climate is critical to engaging students in the learning process. Teachers can observe students in the classroom environment and identify common stressors that inhibit learning. Health and life skills teachers can work with students to minimize and manage the effects of these stressors.

Multiple intelligences

In his book *Frames of Mind*, Howard Gardner coined the term multiple intelligences to describe the many ways of knowing that all people possess. The Multiple Intelligences theory proposes that intelligence is not fixed, but continually expands and changes throughout a person's life.

Gardner suggests that all people possess at least eight intelligence areas: logical/mathematical intelligence, visual/spatial intelligence, bodily/kinesthetic intelligence, musical/rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, verbal/linguistic intelligence and naturalistic intelligence.

Currently, Gardner is studying the possibility of another form of intelligence—existential intelligence. Existential intelligence involves the ability to explore complex philosophical questions.

In his book for teachers, Thomas Armstrong puts Gardner's Multiple Intelligences theory into student-friendly language and develops strategies for its practical application in the classroom. He talks about different kinds of smart and suggests that students need experience using all the kinds of smarts, in a range of activities and contexts.

The health and life skills classroom is an ideal environment to develop students' multiple intelligences. For example, during a unit on bicycle safety, students can use their:
- **body smart** to model how to ride a bike safely
- **picture smart** to design posters of bike safety tips
- **word smart** to design tip sheets on bike safety
- **number smart** to collect and display data on the relationship between safety habits and bike accidents
- **music smart** to compose a rap about bike safety and teach it to others
- **people smart** to organize a bike safety rodeo
- **self smart** to inventory their own bike safety habits
- **nature smart** to explain how to ride safely in different physical conditions, including downtown traffic, off-road trails and gravel roads
- **big question smart** to host a debate on the issue of mandatory bike helmets for adults.

Bloom's taxonomy

Bloom's taxonomy is a hierarchy of five thinking skills that includes:
- knowing
- comprehending
- applying
- analyzing
- synthesizing.

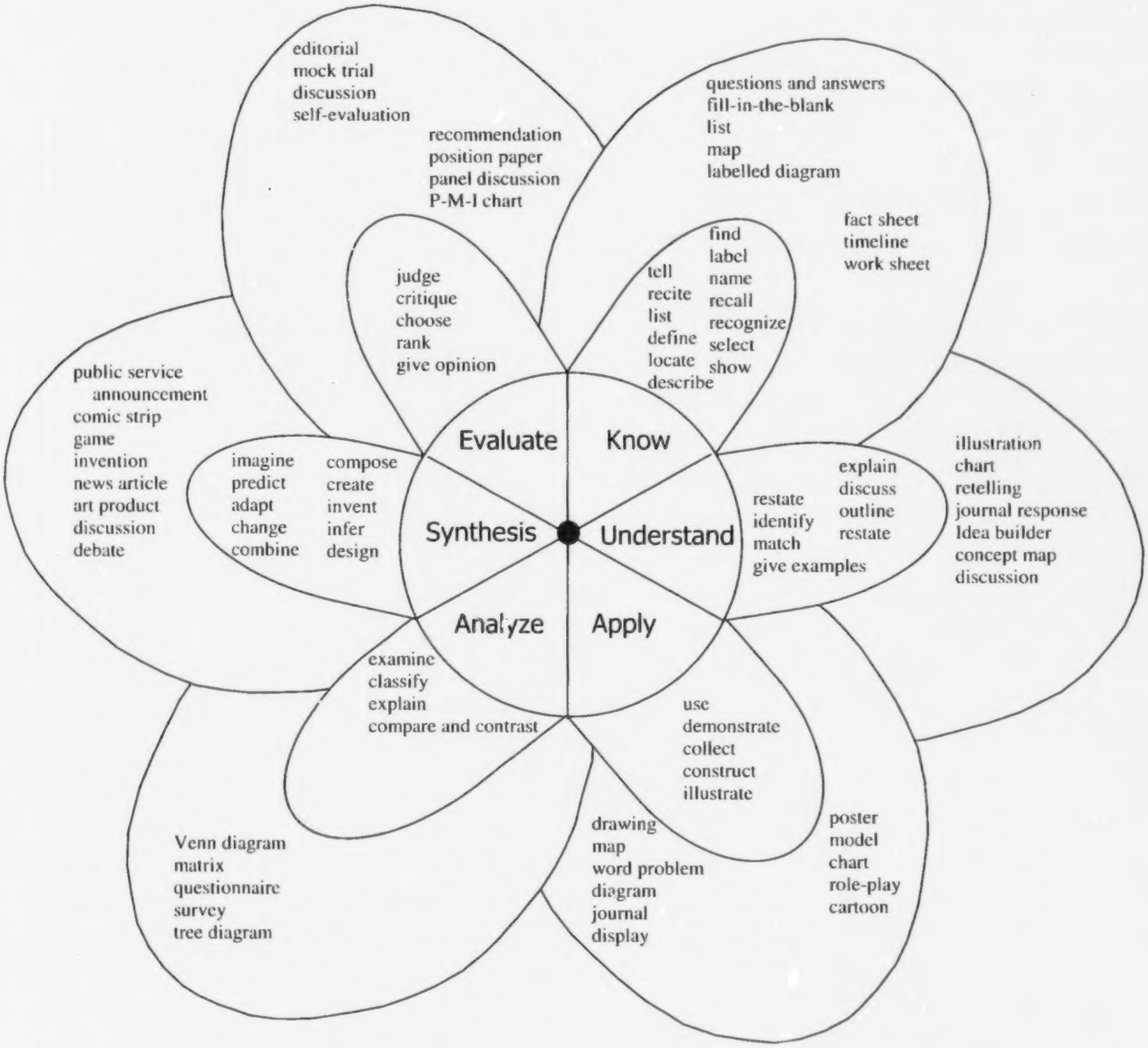
This taxonomy provides a useful framework for planning instruction.

The hierarchy of thinking skills helps teachers to:
- refine oral questioning by purposefully developing a short list of questions for a particular lesson
- design assignments or questions that involve students in all levels of thinking
- give students a range of options in the kinds of products they produce as part of a learning activity.

Students can use Bloom's taxonomy to:
- develop a list of questions about a new unit of study
- write questions in their response journals as they work through a unit of study
- work on independent projects; e.g., a student could develop research questions for independent study and propose a product to demonstrate learning

- design questions that involve higher-level thinking; e.g., students could work in a cooperative group to design a review quiz on a unit of study and then exchange the review with another group
- demonstrate learning; e.g., as part of a learning conference, a student could share examples of learning at different levels.

Bloom's Taxonomy


Evaluate
Know
Synthesis
Understand
Analyze
Apply
editorial
mock trial
discussion
self-evaluation
recommendation
position paper
panel discussion
P-M-I chart
judge
critique
choose
rank
give opinion
questions and answers
fill-in-the-blank
list
map
labelled diagram
fact sheet
timeline
work sheet
tell
recite
list
define
locate
describe
find
label
name
recall
recognize
select
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discussion
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questionnaire
survey
tree diagram
imagine
predict
adapt
change
combine
compose
create
invent
infer
design
public service
announcement
comic strip
game
invention
news article
art product
discussion
debate

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Sample questions and activities using Bloom's Taxonomy

	Division I ***You have a friend***	**Division II** ***Volunteers build communities***	**Division III** ***Down with depression***
Knowledge recalling or recognizing information from memory	• Define the word *friend*. Draw a web of related words and ideas. • List 10 qualities of a good friend.	• Define and discuss the concept of *volunteerism*. • List all the jobs that volunteers do in your classroom and in school.	• List common signs of stress and depression. • Design a chart for recording your own mood and stress levels throughout the day.
Comprehension understanding meaning, changing information from one form to another, discovering relationships	• Show what you appreciate about your friends by drawing a picture of you and three different friends. • Draw a cartoon strip showing how you can welcome a new student to your classroom by showing friendship.	• Brainstorm volunteer opportunities in your school and neighbourhood. • Prepare a hallway display celebrating all the ways volunteers contribute to the school community.	• Create a Venn diagram comparing positive and negative stress or clinical depression and situational depression. • What are the signs that let you know if your stress level is high or your mood is changing?
Application using learning or information in new situations	• Create a collage of pictures and words that show what you feel about friendship. • Make up a recipe for friendship. For example, you might want to include a cup of kindness and three heaping spoonfuls of laughter.	• Design an ad looking for a volunteer opportunity for you. Explain what kind of situation you would like, why you want to do this, and what qualities and skills you bring to the job. • Over the next month, try out one volunteer activity.	• Identify all the potential stress points in the school day. • Develop a tip sheet for turning these stress points into positive experiences.
Analysis separating information into basic parts so that its organizational structure can be understood; identifying elements and relationships	• Interview two adults about their best friends from childhood. What qualities did they share? How did they spend their time together? How are childhood friends different from friends in adulthood? • Design a list of questions to ask your classmates about how they handle disagreements with their friends. Use these ideas to make a tip sheet.	• Design a mind map that shows what you did, what you learned and how you contributed in your volunteer position. • Discuss how volunteers influence our schools and communities.	• Design a survey to find out how students in your school handle stress and depression. • Interview several people in high-stress jobs and ask them to share their strategies for coping with pressure and change.
Synthesis combining parts into new or original patterns; involves creativity	• Design a WANT AD for a best friend. • Imagine you are an inventor who designs robots. How can you add to your invention so that robots are good friends?	• Organize a one-day retreat for student volunteers. What kind of information and skills do they need? • Design a timeline and show the different types of volunteer activities that you would like to be involved in during your lifetime. Think about how you will have different skills and interests at different stages of your life.	• Discuss the impact media and advertising can have on how people manage their moods. How does advertising affect how *we feel we should feel?* • Create a television or print ad that promotes handling stress in healthy ways.

Sample questions and activities using Bloom's Taxonomy (continued)

	Division I ***You have a friend***	**Division II** ***Volunteers build communities***	**Division III** ***Down with depression***
Evaluation judging the quality or effectiveness of something against standards	• Write a letter to your teacher arguing that best friends should be allowed to sit beside one another in class all year long. Give convincing reasons. • List all the ways friends can resolve disagreements. Rank in order from *most helpful* strategy to *least helpful* strategy.	• Do a Plus, Minus, Interesting chart on volunteering. Brainstorm solutions for some of the Minus factors. • Write a letter to a volunteer who worked with you at school or in the community. Explain how they contributed to your life.	• Organize a debate arguing that all stressful activities in school, such as exams, should be abolished. • Identify the top three strategies you use for handling stress and establish criteria for evaluating their effectiveness.

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Offer choice and variety

Providing students with meaningful ways to respond to new learning accommodates student differences and increases motivation. A simple tic-tac-toe menu, like the one adapted from Susan Winebrenner's *Teaching Gifted Kids in the Regular Classroom* (1992) gives students a framework for organizing their work. It could also serve as a student contract.

Choices for learning

Topic ____________________

Collect and display facts or ideas that are important to you.	**Teach** a lesson about your topic to our class. Include at least one visual aid.	**Compare** two things from your study. Look for ways they are alike and ways they are different.
Videotape or make an audiotape of a public service message about your topic.	**Graph** some part of your study to show how many or how few.	**Demonstrate** something to show what you have learned.
Survey others to learn their opinions and feelings about some fact, idea or feature of your study.	**Dramatize** something to show what you have learned.	**Forecast** how your topic will change in the next 10 years.

I choose activities ______________________

Do you have ideas for alternative activities you'd like to do instead? If so, discuss with your teacher.

Student's signature ______________________ Date __________

Adapted from Susan Winebrenner, *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented.* (Minneapolis, MN: Free Spirit Publishing Inc., 1992), p. 64. Adapted with permission of Susan Winebrenner, author of *Teaching Gifted Kids in the Regular Classroom*, First Edition.

(See *Student activity master 47: Choices for learning* on page 48 of Appendix C.)

Use a grid to record and assess planning and use of learning and teaching strategies. Each square in the grid can list an instructional strategy or tactic. Within a unit plan, aim to have one or two rows complete. Over a yearlong plan, aim to cover all or most of the instructional strategies.

Instructional strategies tracker

Unit ____________________ Date __________

Case scenarios	Current events	Debate	Drama	Field trip
Games	Guest lecture	Imagery	Internet search	Investigative interviewing
Lecture	Literature connection	Mapping	Music	Other technology
Panel discussion	Poetry	Problem solving	Role-playing	Small group work
Student presentations	Videos			

(See *Teacher planning tool 5: Instructional strategies tracker* on page 6 of Appendix A.)

Individual teachers can assess their own teaching by asking:

- What activities do I see in the classroom that promote healthy living?
- What language do I hear that supports a healthy environment?
- What products are students making that show awareness and respect for varied individual responses?
- How am I modelling healthy living?
- How does my language support healthy environments?
- How do I demonstrate my commitment to enhancing health in my classroom, school and community?

Infuse health learning into other subjects

Reinforcing health and life skills learning through other subject areas is an efficient use of instructional time and helps students transfer their learning in meaningful ways. For example, teachers could explore literature using a theme from the health and life skills learner outcomes. Integrating common knowledge and skills across subject areas enhances learning and allows students more opportunity for practice and transfer.

When there are a number of teachers working with one grade group, circulate the yearly health and life skills plan so teachers of other subjects can identify potential cross-curriculum links.

Plan the year

There are a number of formats for developing and recording an annual plan. Generally, it should be one page that clearly and concisely outlines topics and skills on a timeline. For an example of a year plan template, see *Teacher planning tool 6: Year Plan* on pages 7–8 of Appendix A.

YEAR PLAN FOR ______________________

Dates:	September	October	November	December	January
General outcomes					
Specific outcomes					
Learning activities					
Assessment activities					
Resources					

Plan a unit

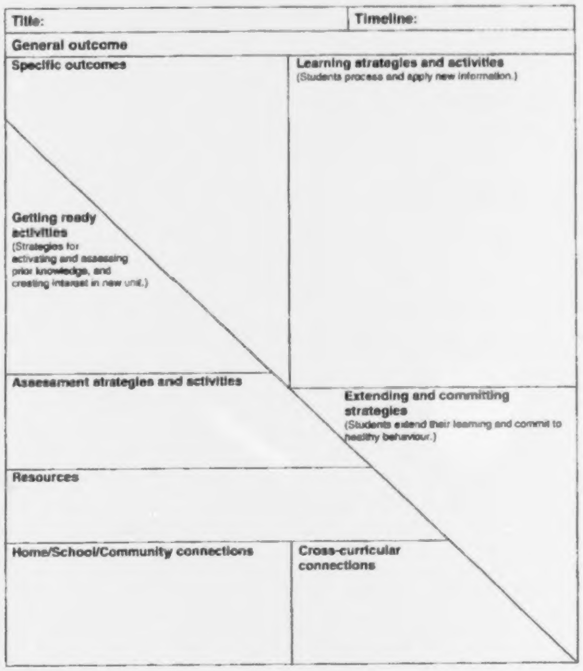
Unit plans are more detailed outlines of the broad pieces of learning that make up a yearly plan. Teachers need to know their students, and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant.

Specify what needs to be in place for the unit to be a successful learning experience. Consider resources; allocated time; information preparation; vocabulary; instructional strategies; provisions for students with special needs; and home, school and community connections. Start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, collaborate with colleagues to develop and share units.

Plan ways to extend learning for students who demonstrate higher-level expectations and to support those who need additional guided practice or reinforcement.

See *Teacher planning tool 7: Health and life skills unit plan* on page 9 of Appendix A. This tool is organized to help teachers plan a unit of study. It has room to record objectives, instructional strategies, assessment, and links to other curriculum areas.

Health and life skills unit plan



Title:

Timeline:

General outcome

Specific outcomes

Learning strategies and activities
(Students process and apply new information.)

Getting ready activities
(Strategies for activating and assessing prior knowledge, and creating interest in new unit.)

Assessment strategies and activities

Extending and committing strategies
(Students extend their learning and commit to healthy behaviour.)

Resources

Home/School/Community connections

Cross-curricular connections

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves:

- What am I doing that is working well?
- What do I want to reconsider or stop doing?
- What do I want to do more of?

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Plan a lesson

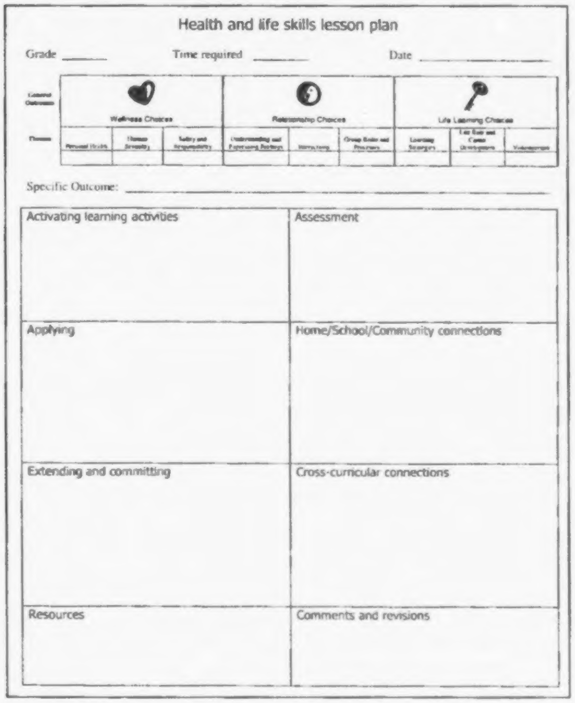
While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept.

Some lessons are presented to the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups.

Ask the following types of questions when planning a lesson.

- What is the purpose or curriculum outcome of the lesson?
- What teaching and learning strategies are most effective?
- What will students be doing? When?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?

See *Teacher planning tool 8: Health and life skills lesson plan* on page 10 of Appendix A. This tool is designed to address these questions. It provides a framework for organizing instruction of single or clustered learner outcomes.



Health and life skills lesson plan

Grade ______ Time required ______ Date ______

Wellness Choices
Relationship Choices
Life Learning Choices

Specific Outcome: ______

Activating learning activities	Assessment
Applying	Home/School/Community connections
Extending and committing	Cross-curricular connections
Resources	Comments and revisions

Plan for combined grade classrooms

The challenge in organizing health and life skills instruction in a combined grade classroom is to ensure that all learning outcomes from each grade level are covered.

There are three recommended strategies for organizing instruction for a combined grade classroom: cycle topics by grade, combine similar concepts, regroup for instruction.[2]

Cycle topics by grade level

If your school has combined grade classrooms for several consecutive years, it is possible to organize a cycling of topics and specific outcomes by grade level. For example, in a combined Grade 5–6 classroom, half the Grade 5 and half the Grade 6 outcomes are taught one year. The remaining outcomes are taught the following year. This ensures that when students finish Grade 6, they have completed all outcomes for both grade levels.

This planning requires a school-wide curriculum scope and sequence spanning two to four years. It is essential to keep track of the outcome clusters taught each year. Keep tracking documents in the cumulative file of each student to record the outcomes covered during that year. This ensures that by the end of Grade 6 or Grade 9 (or whatever grade division the school is organized on) all curriculum outcomes are covered.

Combine similar concepts

There are a number of health and life skills concepts that extend from one grade level to the next. Combining these similar concepts facilitates whole group instruction because students are able to work together on a variety of activities. Focus on the common learning experiences, and the overlap of knowledge, skills and attitudes between the two grade levels of curriculum.

When concepts do not overlap enough to allow whole class instruction, teachers can:

- provide separate instruction for one grade group while the other grade group works independently on such tasks as learning centres, seat work or viewing curriculum-related videos
- develop independent projects that extend over a period of time. These projects may include one or more components assigned as homework.

Regroup for instruction

Regrouping for instruction can be handled in a number of ways. In elementary grades, regrouping might involve:

- students from a combined grade class joining students of the same grade level from other classes for the health class each week
- an additional teacher providing instruction for one grade level group while the regular classroom teacher provides instruction for the other grade level group.

In junior high, regrouping may mean team teaching or regrouping around a special interest or need, such as assertiveness training, study skills or gender issues.

For more ideas on how to organize instruction in combined grade elementary classrooms, see Edmonton Public Schools' *Combined Grades Manuals* (1999).

Accommodate student differences

Students learn in different ways and at different rates. Each student comes to class with varying interests, experiences, developmental maturity, background knowledge and skills. What is important is that within each lesson, there is something for everyone—something that meets the needs and learning styles of each and every student.

In *Brain-based Learning with Class*, Politano and Paquin describe an effective approach for accommodating student differences as "shared experience, individual response." Lessons begin with a whole-group activity, then students choose from a variety of ways to process their thinking and represent their learning. This allows students to work on the same concept in ways that most suit their individual learning styles and developmental stages.

Teachers of health and life skills can accommodate a wide range of student needs by providing choice and variety. Younger students need more variety in instruction and fewer choices for responses. Older students need less variety in instruction and more choices for responses. Politano and Paquin (2000) suggest that when planning, the question to ask is not, *How can we best teach*? but, *How can our students best learn*?

Accommodating student differences does not mean attempting to offer a different course to each student. Instead, classroom experiences can be differentiated by offering choices, and by varying teaching and assessment methods.

Learning supports for students with special needs, including English as a second language (ESL) students, could include:

- alternate formats for print materials, such as audiotapes, large print, talking computer books and read alouds
- a scribe for written tests
- duplicated notes
- access to computers with word processors
- content-area spelling and vocabulary word lists
- peer support
- questions to guide or focus reading
- demonstrations or modelled examples
- extra time to complete work
- highlighted or underlined sections in textbooks
- specific assistance with organization
- graphic organizers
- visual prompts and pictures.

Make as few modifications as possible for individual students. Instead, focus on making modifications for groups of students with similar learning needs. Maintain the original concept or intent of the lesson. Make activities meaningful, and lessons clear and straightforward. This benefits all learners.

Locate complementary programs

There are a number of established programs that support the learning outcomes of the Health and Life Skills Program of Studies. No one program can deliver all learner outcomes for that grade level, but several programs offer activities and instructional strategies that can support and enhance health and life skills instruction. When choosing a program for your school or classroom, it is essential to do a correlation with the curriculum outcomes, and ensure that the content and philosophy of the complementary program are congruent with the mandated health curriculum.

Lions-Quest Skills for Growing Program, Risk Watch® and *Toward a Safe and Caring Curriculum* are used to support health and life skills instruction in many schools throughout Alberta. Two Alberta Learning publications, *Teaching for the Prevention of Fetal Alcohol Spectrum Disorder* and *Supporting the Social Dimension* can also be incorporated into the health and life skills program.

Lions-Quest Skills for Growing Program and *Lions-Quest Skills for Adolescence Program*

(developed by Lions Clubs International, National Association of Elementary School Principals, National PTA, Quest International)

The goals of the Lions-Quest programs are to:

- engage students, families, schools and community members in creating learning environments based on caring relationships, high expectations and meaningful involvement
- provide opportunities for young people to learn the emotional and social skills needed to lead healthy and productive lives
- promote a safe, healthy approach to life, free from the harm of tobacco, alcohol and other drug use
- celebrate diversity and encourage respect for others.

Since the introduction of Lions-Quest in Alberta, over 11,000 teachers have been trained to use these materials. Workshops are organized on an as-needed basis, frequently with the support and assistance of local Lions clubs. Many school districts may have Lions-Quest affiliate trainers who provide inservices to district schools.

The activities in these two programs correlate with the health and life skills learner outcomes in the sections on Personal Health, Expressing Feelings, Interactions, Group Roles and Processes, and Volunteerism. Parent and community partnerships outlined in these programs support many of the goals of the comprehensive school health approach.

Risk Watch®

Risk Watch® is an injury prevention program developed by the National Fire Protection Association (NFPA). It is promoted and supported throughout the province by a Risk Watch Implementation Network that includes representatives from fire services, school jurisdictions, regional health authorities and other partners, and is coordinated by the Fire Commissioner's Office. The program has five teaching modules for grade levels prekindergarten to Grade 8. Each module targets eight major risk areas:

- motor vehicle safety
- fire and prevention
- choking, suffocation and strangulation prevention
- poisoning prevention
- falls prevention
- firearms injury prevention
- bike and pedestrian safety
- water safety.

The modules offer learning activities that encourage children to promote their own personal safety, as well as that of their friends, families and communities. The teaching modules also include background information, statistics and ideas for community involvement.

Toward a Safe and Caring Curriculum—ATA Resources for Integration: ECS to Grade 6

(developed by the Alberta Teachers' Association)

The Safe and Caring Schools project (SACS) is a comprehensive violence-prevention and character-education program aimed at encouraging socially responsible and respectful behaviours. A series of seven resource binders for ECS to Grade 6 help teachers integrate violence-prevention concepts into the Alberta Program of Studies and the Western Canadian Protocol Initiatives for elementary schools. The activities are integrated across the curriculum, with a special focus on language arts. The SACS program can help teachers address a number of outcomes in the Health and Life Skills Program of Studies.

The lesson ideas, strategies and tips for teachers are organized into five topics:

- Building a Safe and Caring Classroom
- Developing Self-esteem
- Respecting Diversity and Preventing Prejudice
- Managing Anger and Dealing with Bullying
- Working It Out Together.

Teaching for the Prevention of Fetal Alcohol Spectrum Disorder (FASD), Grades 1–12: A Resource for Teachers of Health and Life Skills, and Career and Life Management

(developed by Alberta Learning)

This teaching resource on fetal alcohol spectrum disorder supports selected outcomes in the K–9 Health and Life Skills Program of Studies. The goal of this resource is to increase students' awareness and understanding of fetal alcohol spectrum disorder, and the importance of healthy life skills in its prevention.

The teaching resource is organized around three themes:

- understanding relationships
- dealing with emotions and feelings
- managing risks and making personal choices.

Each theme provides experiential activities that reinforce curricular concepts and broaden students' understanding of fetal alcohol spectrum disorder prevention and its relationship to healthy life skills. Each divisional theme has Teacher Backgrounders as well as Student Activity blackline masters. Assessment tools and strategies are presented at the end of each theme and include a sample scoring rubric. These activities can be integrated into a comprehensive health and life skills program.

Supporting the Social Dimension: A Resource Guide for Teachers—Grades 7–12

(developed by Alberta Learning)

To support the explicit teaching of social competencies, this resource provides division-level indicators and/or outcomes in grades 7 to 12. These skills are taught through all subject areas, including Health and Life Skills. The resource also includes illustrative examples and performance measures for each division as well as recommended resources.

The goals of this resource are to:

- aid in the development of effective and developmentally appropriate strategies for social learning
- encourage and support the development of a supportive, safe and caring school environment that nurtures the social development of children
- teach and reinforce the attitudes, values and behaviours of positive family, community and social life, and ultimately, of responsible, productive citizenship.

Teachers may use this document to identify opportunities for teaching social skills across the curriculum. They can adapt the related exemplars and resources to emphasize social competencies in their own planning and instruction.

Endnotes

2. Adapted with permission from Edmonton Public Schools, *Combined Grades Manual 4/5* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), pp. 43, 44, 45.

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Instructional Strategies

What are instructional strategies?

Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. Instructional strategies can:

- motivate students and help them focus attention
- organize information for understanding and remembering
- monitor and assess learning.

To become successful strategic learners students need:

- step-by-step strategy instruction
- a variety of instructional approaches and learning materials
- appropriate support that includes modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- meaningful connections between skills and ideas, and real-life situations
- opportunities to be independent and show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing own learning.

Effective instructional and learning strategies can be used across grade levels and subject areas, and can accommodate a range of student differences.

Instructional strategies that are especially effective in the health education program include:

- cooperative learning
- group discussion
- independent study
- portfolio development
- journals and learning logs
- role-playing
- cognitive organizers
- literature response
- service learning
- issue-based inquiry.

Cooperative learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes to the completion of the task. Success is based on the performance of the group rather than on the performance of individual students.

Program benefits

Cooperative learning activities play an important role in increasing students' respect for and understanding of each other's abilities, interests and needs. These activities encourage students to take responsibility for their learning.

Tips for getting started

Consider the following suggestions for successful cooperative learning in the health education classroom.

- Keep groups small—two to five members is best (the larger the group, the more skillful group members must be).
- Create diverse groups; this allows everyone to learn from each other's differences.
- Structure groups in such a way that success depends on each group member being responsible for some part of the task.
- Initially, group students and assign roles within each group.
- Teach basic routines for classroom management, including forming groups quickly and quietly, maintaining appropriate noise levels, inviting others to join the group, treating all students with respect and helping or encouraging peers.
- Monitor behavioural expectations by scanning groups, using proximity and friendly reminders, sitting and watching a group for a while, revisiting expectations, and when necessary, reteaching expectations.
- Ensure individual students are aware of their roles and responsibilities within the group. Post a list of roles or give students cards describing specific roles.
- Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help when needed, reaching consensus and completing a task within the allotted time. Students need opportunities to practise these skills, and receive feedback and reinforcement.
- Allow students time to evaluate the cooperative learning process, both individually and as a group.

Think–pair–share

In think–pair–share, the teacher poses a topic or question. Students think privately about the question for a given amount of time, usually one to three minutes. Each student then pairs with a partner to discuss the question, allowing students to clarify their thoughts. Next, each pair has an opportunity to share their answers with the whole class.

Think–pair–share is a cooperative learning strategy that provides opportunities for students to:

- participate
- learn from others
- make connections.

Forming learning groups

There are many strategies to choose from when forming cooperative learning groups. Using a variety of strategies ensures that students have an opportunity to work with many different group members throughout the year.

Consider the following strategies for forming groups.

- **Pairing up partners**—Students pair up with someone who falls into the same category. For example, students pair up with the first person they meet who is wearing the same colour socks as them.
- **Pick a card**—Use old decks of cards to form groups. For example, to get groups of four, put together four king of spades, four queen of diamonds, and so on. Distribute the cards randomly and ask students to find the others with matching cards.
- **Chalkboard list**—This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

1. Lee	1. Eric	1.	1.
2. ~~Sam~~	2. Haijia	2.	2.
~~3. Rain~~	3.	3.	3.

For additional ideas on forming learning groups, see *Energize! Energizers and Other Great Cooperative Activities for All Ages* by Carol Apacki.

Group roles

The roles in a cooperative learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include:[3]

- **Checker**—Ensures that everyone understands the work in progress.
- **Timekeeper**—Watches the clock and makes sure the group finishes the task within the time allotted.
- **Questioner**—Seeks information and opinions from other members of the group.
- **Recorder**—Keeps a written record of the work completed.

- **Reporter**—Reports on the group's work to the rest of the class.
- **Encourager**—Encourages everyone in the group to contribute and offers positive feedback on ideas.
- **Materials manager**—Gathers the material necessary to complete the task. At the end of the task, the materials manager returns materials and turns in the group's work.
- **Observer**—Completes a checklist of social skills for the group.

When introducing roles to the class, explain and model them. Give students opportunities to practise. Emphasize that all roles are equally important and contribute to the success of the group.

Students need many opportunities to work in small groups to improve their ability to be part of a team. The number one reason people fail at their jobs is their inability to get along with coworkers. Cooperative learning creates opportunities for students to learn and apply important social and communication skills.

Cooperative learning is an effective strategy for the health education classroom. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

Group achievement marks

One controversial aspect of cooperative learning is whether or not to assign group achievement marks. Spencer Kagan, in O'Connor's *The Mindful School: How to Grade for Learning*, argues against using a group achievement mark for the following reasons.

- Group marks convey the wrong message. If grades are partially a function of forces entirely out of students' control, such as who happens to be their partners, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parents', teachers' and students' resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests asking students to set their own goals and use self-assessment to promote learning and improve social skills.

Group discussions

Group discussions are an integral part of the health and life skills classroom. They are essential for building background on specific issues, creating motivation and interest, and giving students a forum for expressing and exploring new ideas and information.

Group discussions help students learn to articulate their views and respond to opinions that differ from their own. Group discussions may involve the whole class or a small group. Groups of two to six students work well. Participating in group discussions help students consider other people's perspectives and develop effective problem-solving skills.

Consider the following suggestions for using group discussions in the classroom.

- Create an atmosphere of openness and acceptance. Encourage students to show respect for the ideas and opinions of others even though they might not agree with them. Model this behaviour for students.
- Establish ground rules for discussion. Rules should include:
  - no put-downs
  - no interrupting
  - everyone has the right to pass.
- Be prepared to accept silence after a question. Give students the opportunity to think before they respond.
- Encourage students to formulate their own questions. Asking good questions is an important part of learning.
- Probe beyond neat and tidy answers. Encourage students to express what they really think, not simply say what they think the teacher or other students want to hear. Use "what if" questions. Present situations where there are no right or wrong answers. Offer situations in which people have a variety of opinions or emotions. Discuss the idea that sometimes the best solution is to agree to disagree.
- Ask "What else …" questions to encourage students to go beyond their first responses.
- Guard against inappropriate disclosure. Be vigilant in situations where students might reveal hurtful or embarrassing information about themselves. Head off such revelations.

Talking circles[4]

Talking circles are useful when the topic under consideration has no right or wrong answer, or when people need to share feelings. The purpose of talking circles is not to reach a decision or consensus. Rather, it is to create a safe environment for students to share their points of view with others. This process helps students gain trust in their classmates. They come to believe that what they say will be heard and accepted without criticism. They may also gain an empathetic appreciation for other points of view.

Talking circles may initially require a facilitator to ensure guidelines are followed. People are free to react to the situation in any manner that falls within the following guidelines.

- All comments, negative or positive, should be addressed directly to the question or issue, not to comments that another participant has made.
- Only one person speaks at a time. Everyone else listens in a nonjudgemental way to the speaker. Some groups find it useful to signify who has the floor. Going around the circle systematically is one way to achieve this. Passing an object, such as a feather, from speaker to speaker is another method.
- Silence is an acceptable response. No one should be pressured at any time to contribute. There must be no negative consequences, however subtle, for saying, "I pass."
- At the same time, everyone must feel invited to participate. There should be some mechanism to ensure that a few vocal people don't dominate the discussion. An atmosphere of patient and nonjudgemental listening usually helps shy students speak out and louder ones moderate their participation. Going around the circle in a systematic way, inviting each student to participate by simply calling each name in turn can be an effective way to even out participation. It is often more effective to hold talking circles in small groups.
- Students should avoid comments that put down others or themselves, such as "I don't think anyone will agree with me, but …". Words like "good" or "excellent" are also forms of judgement.

Brainstorming

Brainstorming is an effective technique for generating lists of ideas, and creating interest and enthusiasm for new concepts or topics. Brainstorming provides teachers and students with an overview of what students know and/or think about a specific topic. Students can use brainstorming to organize their knowledge and ideas. The information gathered during brainstorming can be used as a starting point for more complex tasks, such as essay outlines or mind maps. The ideas can also be used to assist in the decision-making process.

Brainstorming serves a variety of purposes. It can be used to introduce new units of study, assess knowledge at the beginning or end of units, review information for tests, generate topics for writing assignments or projects, solve problems or make group decisions.

Establish brainstorming ground rules such as:
- accept all ideas without judgement
- everyone participates
- focus on quantity rather than quality.

During the brainstorming activity, record single words or phrases. Continue brainstorming until ideas run out or the time limit is over. Review the ideas and look for ways to combine and/or sort them.

Independent study[5]

Independent study is an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned. Independent study can be effectively used in upper elementary and junior high health programs. This learning strategy works best with students who have a high degree of self-directedness and a mastery of basic research skills.

The general purposes of independent study include:
- learning to gather, analyze and report information
- encouraging in-depth understanding of specific content areas
- making connections between content and real-life applications.

Basics

A successful independent study project depends on recognizing and planning for these basic elements:
- cooperative teacher–student planning of what will be studied and how it will be shown
- alternative ideas for gathering and processing information
- multiple resources that are readily available
- teacher intervention through formal and informal student–teacher communication
- time specifically allowed for working and conferencing
- working and storage space
- opportunities for sharing, feedback and evaluation
- student recognition for expertise and finished product
- established evaluation criteria.

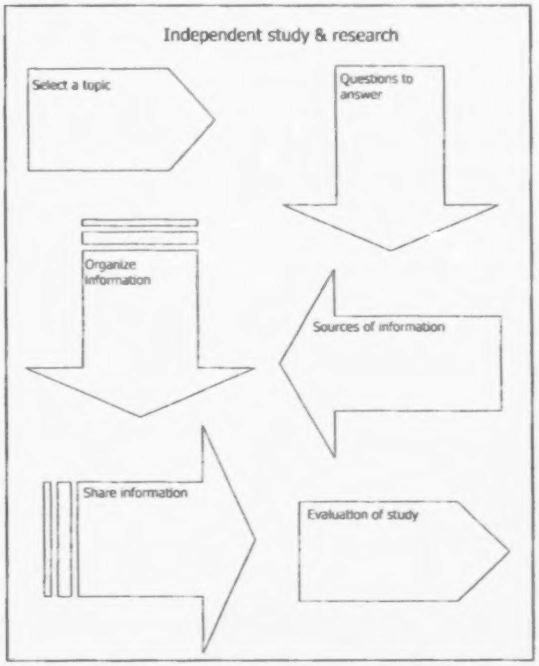
Student–teacher interaction

Regular student–teacher interaction is essential during independent study. The interaction may be formally structured conferences or casual conversations as teachers circulate while students are working. Teachers interact with students in order to:
- keep in touch
- help with problem solving
- provide direction
- open up new areas for exploration and production
- give encouragement
- introduce, teach and/or reinforce the needed skill.

Independent study plans

In developing independent study plans, it is important to:

- select topics or issues that are motivating
- discuss and brainstorm possible questions
- identify key questions to pursue and answer
- develop plans and time sequences
- locate and use multiple resources
- use learning to create products
- share findings with classmates
- evaluate the process, products and use of time
- explore possibilities that could extend studies into new areas of learning.


Independent study & research
Select a topic
Questions to answer
Organize information
Sources of information
Share information
Evaluation of study

(See *Student activity master 1: Independent study and research* on page 1 of Appendix C.)

Topics for independent study

Topics can come from a variety of sources:

- learner outcomes in the Health and Life Skills Program of Studies, such as the effects of smoking
- an extension of the regular curriculum, such as how volunteers contribute to the economy of the community
- a problem to be solved, such as finding out what motivates young people to participate in high-risk sports
- an event in the environment, such as the effect of new smoking bylaws on the local social and business scene.

Readiness for independent study

Students are at varying levels of readiness for independent work.[6] Use this chart to identify where students are on a continuum, from having basic skills to being ready to assume the full responsibility and challenge of self-guided learning.

Progression toward independent learning over time

Basic skills of independence	**Structured independence**	**Shared independence**	**Self-guided learning**
• Making choices • Finding answers • Using resources • Planning time • Basic elements of critical and creative thinking • Goal setting • Follow-through • Discussion of goal attainment	• Selecting from among topics • Completing open-ended assignments • Posing and answering questions • Following preset timelines • Self-evaluation according to prepared criteria • Skills of problem solving • Documenting stages in the process	Student poses and teacher refines: • Problem • Design • Timelines • Process • Evaluation criteria Student documents process (Metacognition) Teacher monitors process	Student plans, executes, evaluates Teacher is available for consultation and feedback as needed

High teacher structure
Low student determination
Short-term potential
In-class completion

→

Low teacher structure
High student determination
Long-term potential
Out-of-class completion

Many students are between categories of development at any given time. For example, one student may be quite capable of generating a problem for study and a design for investigating the problem, but lack skills of adhering to timelines without close teacher supervision. Teachers need to know:

- that movement toward independence is developmental
- that there are specific skills required in order to develop independence
- that students vary in their readiness to apply certain skills
- what level of readiness each student has, and encourage maximum application of skills at that level.

Suggestions for successful independent study

When students are ready to begin working at a shared independence or self-guided level, they are ready to design independent studies with reasonably well-developed degrees of student determination and out-of-class, long-term investigation potential. The following guidelines ensure greater success in independent study projects and may be modified for the readiness level of students.[6]

- Have students propose a topic for study that they really care about. This maximizes intrinsic motivation and goes a long way toward ensuring follow-through.
- Encourage students to read broadly about the topic before they describe the project. This ensures they understand the issues they will be studying before they proceed.
- Help students use a variety of resources for their study, including people, print resources and other media.
- Have students find problems or issues that professionals in the field think are important and might choose to study.
- Ensure that students develop timelines for completing the whole task as well as components of it. Keeping a simple calendar of the time spent and tasks completed on a given day may be useful in helping students and teachers monitor progress and work habits. Many students at the shared independence level need to have teachers and peers critique their work as it progresses to reduce procrastination and monitor quality. For these students, it is helpful to establish check-in dates.
- Have students plan to share their work with an audience that can appreciate and learn from what students create. Students should participate in identifying and securing these audiences. Audiences may range in size from one to many.
- Help students develop awareness of a range of possible final products.
- Have students generate criteria to evaluate their products. These rubrics should be developed early in the process and modified as the project develops. Criteria give students a sense of power over their own work and help teachers evaluate final products fairly and objectively.
- If independent projects are part of class work, ensure students understand:
  - when it is appropriate to work on the independent study
  - where in the classroom and within the school they may work
  - what materials need to be at school for in-class work
  - other ground rules for in-class independent study.

Portfolio development

Portfolios are a chance for students to gather, organize and illustrate examples of their learning and accomplishments. It is the process of creating, collecting, reflecting on and selecting work samples that engages students in continuous reflection and self-assessment.

Purposes

Students may develop a portfolio for many purposes, including:

- documenting their activities and accomplishments over an extended period of time
- monitoring and adjusting their actions and plans
- communicating their learning with others
- expressing and celebrating their creative accomplishments
- providing a foundation by which to assess their personal growth and skill development, and to set future goals.

Portfolios develop students' organizational skills and increase their sense of responsibility and ownership in their work. Students are encouraged to produce their best work, value their own progress and select products for their portfolio that represent what they are learning.

Benefits

Portfolio development can be a useful strategy in health education because it allows teachers to see students' thinking. It also gives students a format and motivation for completing assignments and is helpful in assessing and communicating student learning. Portfolios allow students a measure of autonomy and self-expression that can be highly motivating.

Process versus product

Although the ultimate goal of a portfolio is a *product*, the *process* of creating that product is where the most learning takes place.

The portfolio process has four steps.

1. Collect
2. Select
3. Reflect
4. Share.

Step 1: Collect

Throughout the term, students should maintain a collection of their class work and any other pieces that show relevant skills and achievement. It is important to have effective strategies in place to organize and manage portfolio selections. *Success for All Learners: A Handbook on Differentiating Instruction* offers the following tips on managing portfolios.[7]

- Choose and use a system to store all work until portfolio selections are made. Storage boxes, manila envelopes, unused pizza boxes and three-ring binders are all sturdy, inexpensive options.
- Provide students with checklists of requirements to help them collect, select and organize their pieces. Checklists can double as the table of contents for younger students.
- Include photographs of projects and activities at various stages of development. Photos can document skills in action.

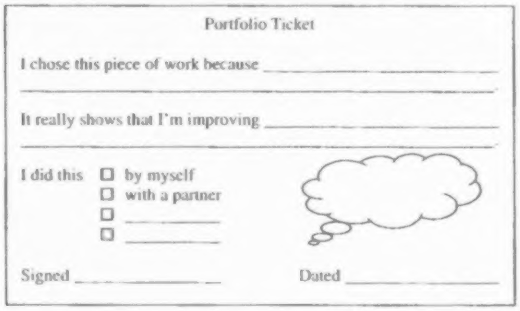
- Write captions for various pieces on index cards and clip them to the samples.
- Have readers of the portfolio (teachers, parents, peers) fill out a feedback form or attach their feedback to various pieces.

Step 2: Select

It is important to establish clear criteria for what is to be included in portfolios. Teachers and students need to work together to establish criteria and begin the selection process. At certain points in the term, students must reflect on the pieces in their collections, assess them against these criteria and make appropriate selections.

A basic portfolio contains:[8]

- a cover page
- a table of contents
- a statement of student goals
- items that represent understanding of concepts
- items that illustrate the process of learning, such as excerpts from learning logs and journals or a sample project in all its stages, along with the student's commentary on decisions made along the way
- performance items that demonstrate applications of concepts and skills
- self-assessment rubrics
- labels and captions that identify items, explain the context in which they were produced and provide reasons for choosing them (see sample portfolio ticket below).



Portfolio Ticket

I chose this piece of work because ______________________

____

It really shows that I'm improving ______________________

____

I did this ☐ by myself
☐ with a partner
☐ __________
☐ __________

Signed ______________ Dated ______________

Other content possibilities include:[8]

- a piece chosen from the student's work by a classmate, with a caption explaining why he or she considered the piece a valuable addition
- a piece from another subject area that relates to the health and life skills program, such as a graph created for math that shows daily activity choices of students
- an artifact from outside the school demonstrating the transfer of concepts and skills, such as a letter to the editor on a health-related issue.

In *The Mindful School: The Portfolio Connection*, Burke, Fogarty and Belgrad offer a sample list of criteria, which includes:[9]

- accuracy of information
- connection to other subjects
- correctness of form
- creativity
- development of process
- diversity of entries
- diversity of multiple intelligences
- evidence of thoughtfulness
- growth and development
- insightfulness
- knowledge of concepts
- organization
- persistence
- progress
- quality products
- self-assessment
- visual appeal.

This list could be used both to select portfolio items and to develop assessment criteria.

Step 3: Reflect

Teachers can use the portfolio process to teach students to critique their work and reflect on its merits. As students review their samples, teachers can prompt students' analysis and decision-making skills by asking them to think about these questions.

- What really makes something your best work?
- What examples do you want to keep in your portfolio to represent what you are learning in health throughout the year?
- How is this product different from other pieces of work?
- How does the product show something important that you think or feel?
- How does this product demonstrate a new skill you are learning?
- How does this product demonstrate the progress you've made in a specific topic of health education?

Step 4: Share

The final stage in the portfolio process is sharing the portfolio with others. Portfolios can be presented in many different formats, including the following:

- print format (text, pictures, graphics)
  - folder
  - scrapbook
  - binder with dividers and/or page protectors
- portfolio case format—zippered case or box large enough to hold materials such as art work
- multimedia format, such as videotapes and audiotapes, CD-ROMs or photographs
- Internet or web-based format.

It may be useful to maintain two portfolio files or binders: one binder could contain all material from the "collect" stage and the second could be a final "share" version.

For more ideas on portfolio development, see *Assess, Evaluate and Communicate Student Learning*, pages 124–126 of this guide.

Inside a sample health and life skills portfolio

The focus in student portfolios is on:
- student thinking
- growth over time
- health and life skills connections
- the decision-making and goal-setting processes.

A solution to an open-ended question showing originality and creative problem solving

A report of a group project, with comments about the individual's contribution; for example,
- a survey of volunteer opportunities in the community
- a review of current television shows that depict teen lifestyle

Work from another subject area that relates to health, such as data collected about eating habits and presented in a graph for math class

A health autobiography

A list of important health and life skills questions generated by the student, with or without answers

Completed self-assessment checklists

Art work, such as collages, advertisements, storyboards

Graphic organizers such as K–W–L, a Venn diagram or a T-chart

Excerpts from response journal

Notes from an interview

A table of contents

Computer disc containing a PowerPoint presentation

Draft, revised and final versions of research project on a health issue, including such items as writing, diagrams, graphs and charts

A ticket attached to each product briefly explaining the learning context and why this piece was chosen for the portfolio

A photo or sketch of a student's presentation to the class

Goals and action plans outlining commitment to improved health

Journals and learning logs

Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics or experiences. Journals allow students to explore ideas and clarify their own thinking.

In the health and life skills classroom, use journals to:[10]

- record key ideas from presentations, lectures or reading assignments
- make predictions about what will happen next in school, national or world events
- record questions
- summarize the main ideas of a book, film or reading
- connect the ideas presented to other subject areas or students' personal lives
- monitor change in an experiment or event over time
- respond to questions
- brainstorm ideas
- help identify problems and issues
- identify solutions and alternatives
- keep track of the number of problems solved or articles read.

Journals are useful tools in the health curriculum because they give students an ongoing opportunity to reflect on their learning. Students need opportunities to process what they have just learned and reflect on how that learning affects their lives.[11] Keeping logs and journals are two strategies that reinforce reflective teaching and learning by helping students construct knowledge for themselves.

Process new information

Learning logs and journals can be used to process new information during class time. Teachers can give direct instruction in 10- to 15-minute segments, and then ask students to write down key ideas, questions, connections or reflections. This gives students an opportunity to think about new materials, clarify confusion, discuss key ideas and process information before moving on to new material.[12]

Learning log

Name ________________ Topic ____________ Date __________

Key ideas:
Connections:
Questions:

There are a number of benefits learning logs offer.[13]

- They provide students with a format for identifying and remembering key ideas.
- They allow students more time to process information.
- They can be used to review for quizzes and tests.
- They can be included in portfolios.
- They allow students who miss a class to borrow logs from friends to keep up with class work.
- They allow teachers to identify confusion or misunderstandings during the lesson and make adjustments to instruction.
- They allow students to connect ideas they are learning to real-life experiences and concerns.

Promote reflection and higher-level thinking

The following journal format uses questions to encourage students to reflect on what they learned at the beginning of a lesson, in the middle and at the end.[14]

At the beginning of the lesson

- What questions do you have from yesterday?
- Write two important points from yesterday's discussion.

In the middle

- What do you want to know more about?
- How is this like something else?
- Is this easy or difficult for you? Explain why.

At the end

- Something you heard that surprised you …
- How could you use this outside class?

A related journal format encourages students to reflect on their learning by looking back, looking in and looking forward.[15]

Looking back

- What activities did we do?
- What did I learn?
- How does what I learned relate to the real world?

Looking in

- What did i like or dislike about the learning experience?
- How do I feel about what I learned?
- What questions or concerns do I have about what I learned?

Looking forward

- What would I like to learn more about?
- What goal could I set for myself?
- How might what I learned help me in the future?

Self-assessment

Work with students to develop self-assessment tools that encourage them to set higher goals in their journal writing. Two interesting formats from Kay Burke's *How to Assess Authentic Learning* look at the level of thoughtfulness, depth and personalization of students' responses.[16]

Journal response

0	1	2	3	4
undeveloped	partial	adequate	interesting	powerful

Journal response

Little evidence of thoughtfulness 1	**Some evidence of thoughtfulness 2**	**Strong evidence of thoughtfulness 3**
Response only	Response supported by *specific examples*	Response supported by *examples* and *personal reflections*

Management tips

Consider the following suggestions for using journals in the health and life skills classroom.

- Allow students to mark any entry "private." Entries marked private are read only by the teacher. They will not be shared with others without students' permission.
- Respond to journal entries by asking questions that guide students' decision-making or problem-solving process.
- Focus on expression of ideas rather than mechanics of spelling and neatness.
- Throughout the term, ask students to revisit their journal entries and identify how their thoughts and ideas have changed.

Role-playing

Important objectives of the Health and Life Skills Program of Studies include helping students build communication skills, express feelings and increase awareness of how others think and feel. Role-playing provides students with opportunities to explore and practise new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by "walking in another's shoes."

Role-playing is the spontaneous acting out of situations, without costumes or scripts. The context for the role-play is presented and roles are selected. Students have minimal planning time to discuss the situation, choose different alternatives or reactions and plan a basic scenario. At the conclusion, students have an opportunity to discuss how they felt and what they learned about that particular situation. The most important part of role-play is the follow-up discussion.

When using role-plays in the health and life skills classroom:

- always have students role-play the positive aspects of a skill or situation
- if it is necessary to role-play a negative situation, the teacher should take on the negative role
- provide a specific situation
- provide a limited time for students to develop and practise their role-plays (5 to 10 minutes is usually sufficient)
- limit the use of costumes and props
- provide students with tips for participating and observing.

Tips for participating

Share the following tips with role-play participants.

- Face the audience, and speak loudly and clearly.
- Don't rely on props or costumes. Use body language to communicate your message.
- Focus on your role-play partners and the message you want to communicate.

Encourage students to assess their participation by asking themselves the following questions.

- Am I identifying with the people involved?
- Are all the important aspects of the situation portrayed?
- Are the ideas from the planning session used in the role-play?
- Are new skills or concepts used accurately?

Tips for observing

Share and discuss the following tips for being a supportive observer.

- Demonstrate good listening by being quiet and attentive during the role-play.
- Show support by clapping and using positive words of encouragement and feedback.
- Laugh at the appropriate moments. Do not laugh at role-play participants.

Ongoing assessment

During role-play, observe how students handle the situations represented and consider the following questions.

- Are concepts being expressed accurately in language and action?
- Are any students confused or uncertain about the purpose of the role-play, the situation or their roles?
- Should space or materials be changed?

To extend the learning from role-plays, consider the following questions.

- What issues were clarified through the role-play?
- What misconceptions might have been presented?
- What questions did the role-play raise?
- What new information is needed?
- What links does this role-play have to future tasks that extend or broaden the topic?

Role-playing can be an effective strategy for practising new skills and exploring new ideas in the health and life skills classroom. It addresses several of the multiple intelligences, and can be a motivating and memorable learning activity.

Cognitive organizers

Cognitive organizers (also known as key visuals or graphic organizers) are formats for organizing information and ideas graphically or visually. Just as cooperative learning groups make student thinking audible, cognitive organizers make student thinking visible.

Students can use cognitive organizers to generate ideas, record and reorganize information, and see relationships. They demonstrate not only *what* students are thinking but also *how* they are thinking as they work through learning tasks. Examples of cognitive organizers include Idea builders, T-charts, Venn diagrams, P–M–I charts, decision-making models, K–W–L charts and mind maps.

To teach students how to use cognitive organizers:

- use cognitive organizers to plan and introduce your lessons
- show examples of new organizers, and describe their purpose and form
- use easy or familiar material to model how to use organizers
- model organizers on the board, overhead or chart paper, using a "think-aloud" format
- give students opportunities to practise using the format with easy material
- coach them at various points in the process
- share final products; discuss what worked and what didn't, and give students an opportunity to revise information
- provide students with many opportunities to practise using cognitive organizers

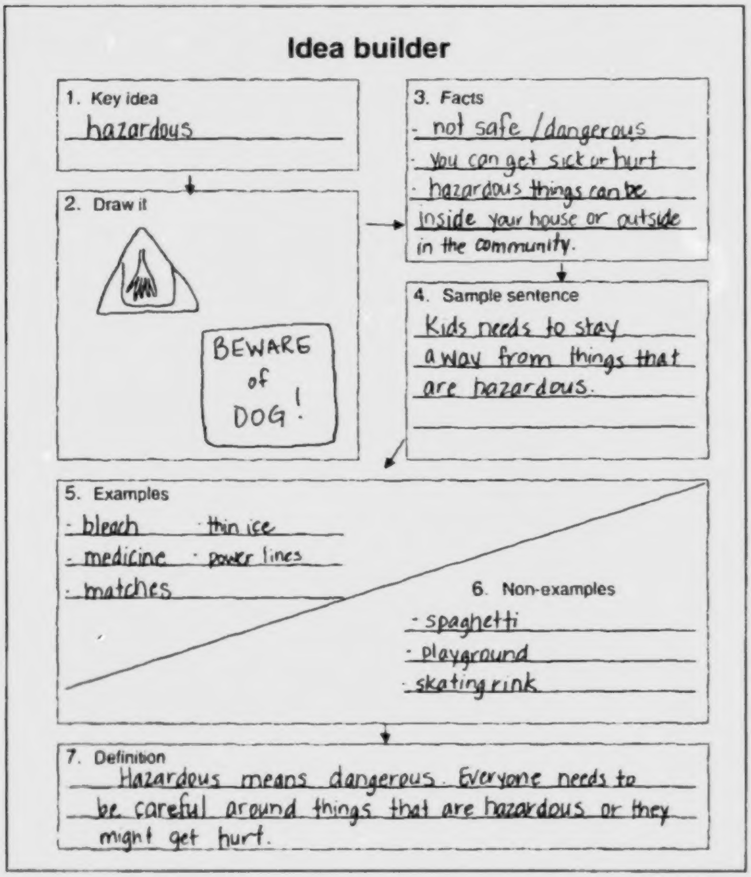
- use cognitive organizers with a range of topics and issues
- encourage students to evaluate which organizers work best in which learning situations.

Cognitive organizers work well in the health and life skills classroom because they give students an opportunity to apply their learning and give teachers information about what students are thinking.

Look for opportunities throughout the health and life skills curriculum to create new graphic organizers that fit the needs of different learner outcomes and activities.

Idea builders

Idea builders create a context for introducing and/or clarifying new concepts or ideas. They help students make connections between what they know and what they will be learning. They help students gather information related to a concept by identifying essential and nonessential characteristics, examples and nonexamples. They encourage students to examine concepts from multiple perspectives, to develop inductive and divergent thinking, and to focus their attention on relevant details.



Idea builder

1. Key idea
hazardous

2. Draw it
BEWARE of DOG!

3. Facts
- not safe / dangerous
- you can get sick or hurt
- hazardous things can be inside your house or outside in the community.

4. Sample sentence
Kids needs to stay away from things that are hazardous.

5. Examples
- bleach
- medicine
- matches
- thin ice
- power lines

6. Non-examples
- spaghetti
- playground
- skating rink

7. Definition
Hazardous means dangerous. Everyone needs to be careful around things that are hazardous or they might get hurt.

In health and life skills instruction, Idea builders can be used for basic concepts, such as immunization, assertiveness or hazardous materials. They are especially helpful for English as a Second Language (ESL) students or students with special needs who require support in understanding new concepts.

For a template of this tool, see *Student activity master 2: Idea builder* on page 2 of Appendix C.

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T-charts

T-charts help students organize their knowledge and ideas, and see relationships between pieces of information. T-charts can have two, three or more columns.

As students explore many feelings and behaviours within the health curriculum, T-charts can be valuable tools for creating visual pictures of what target behaviours (such as cooperation or resiliency) look, sound and feel like. They can also be used to compare and contrast different situations.

Triple T-chart

Title/Topic: Things you need to be healthy and happy at each stage of your life.

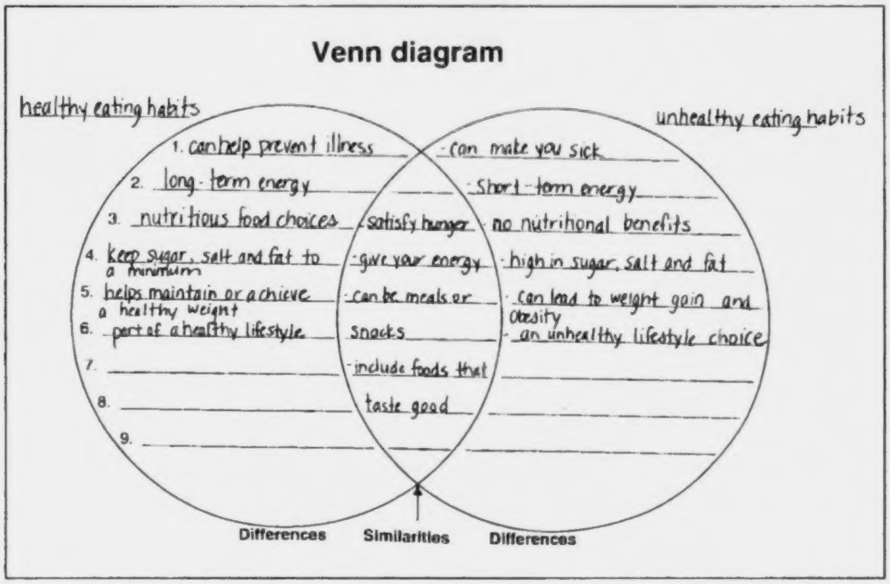
Infant	Young child	Adolescent
hugs/kisses	food/drink	friends
food/drink	exercise	food
toys	sleep	goals
routine	toys	exercise
fresh air	friends	responsibility
Sleep	routine	acceptance
	hugs/Kisses	

For a template of this tool, see *Student activity master 3: T-chart* on page 3 of Appendix C.

Venn diagrams

Venn diagrams compare and contrast information about two or more objects, concepts or ideas. They help students organize information and see relationships. They can be used after such activities as reading text, listening to a speaker or viewing a film.

There are many opportunities for comparing and contrasting behaviours or practices in the health and life skills program. For example, students could use Venn diagrams to compare and contrast safe and unsafe, or healthy and unhealthy habits, like the example below. Venn diagrams can also be expanded to three or more interlocking circles in order to compare a number of issues or concepts.



Venn diagram

healthy eating habits
1. can help prevent illness
2. long-term energy
3. nutritious food choices
4. keep sugar, salt and fat to a minimum
5. helps maintain or achieve a healthy weight
6. part of a healthy lifestyle
7.
8.
9.

- satisfy hunger
- give you energy
- can be meals or snacks
- include foods that taste good

unhealthy eating habits
- can make you sick
- short-term energy
- no nutritional benefits
- high in sugar, salt and fat
- can lead to weight gain and obesity
- an unhealthy lifestyle choice

For a template of this tool, see *Student activity master 4: Venn diagram* on page 4 of Appendix C.

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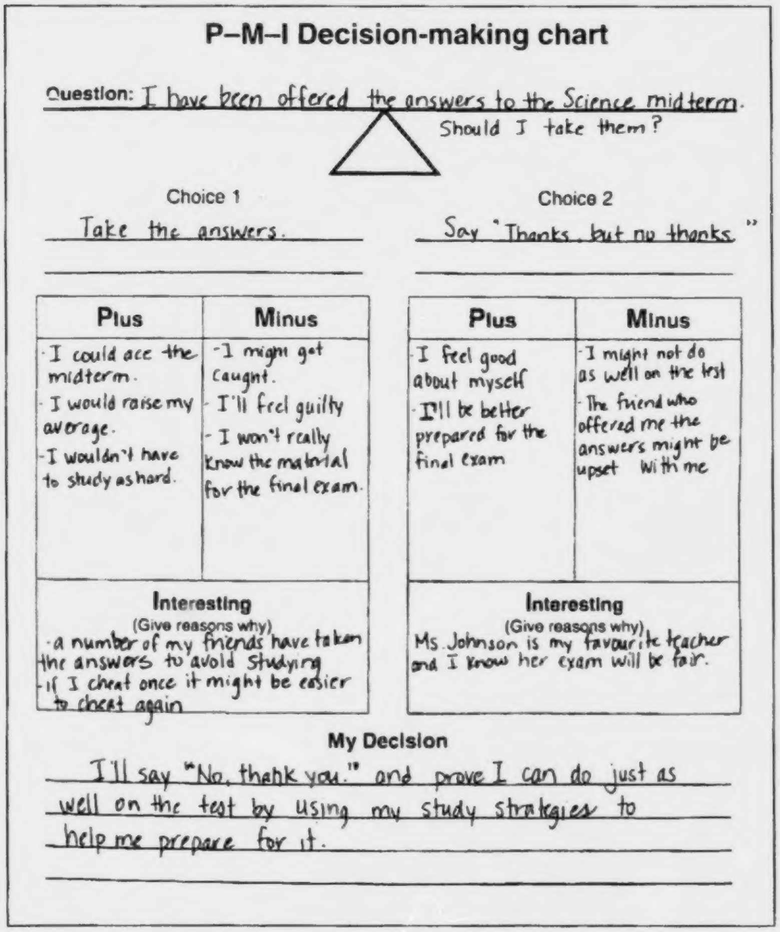
P–M–I charts

Students can use Plus, Minus and Interesting (P–M–I) charts to compare and contrast situations, ideas or positions. P–M–I charts give students a format for organizing information, and evaluating their knowledge and ideas. Students can use this activity as a precursor to for making informed decisions.



P–M–I Decision-making chart

Question: I have been offered the answers to the Science midterm. Should I take them?

Choice 1: Take the answers.

Choice 2: Say "Thanks, but no thanks."

Plus	Minus
- I could ace the midterm. - I would raise my average. - I wouldn't have to study as hard.	- I might get caught. - I'll feel guilty - I won't really know the material for the final exam.
Interesting (Give reasons why) - a number of my friends have taken the answers to avoid studying - if I cheat once it might be easier to cheat again	

Plus	Minus
- I feel good about myself - I'll be better prepared for the final exam	- I might not do as well on the test - The friend who offered me the answers might be upset with me
Interesting (Give reasons why) Ms. Johnson is my favourite teacher and I know her exam will be fair.	

My Decision

I'll say "No, thank you." and prove I can do just as well on the test by using my study strategies to help me prepare for it.

For a template of this tool, see *Student activity master 5: P–M–I Decision-making chart* on page 5 of Appendix C.

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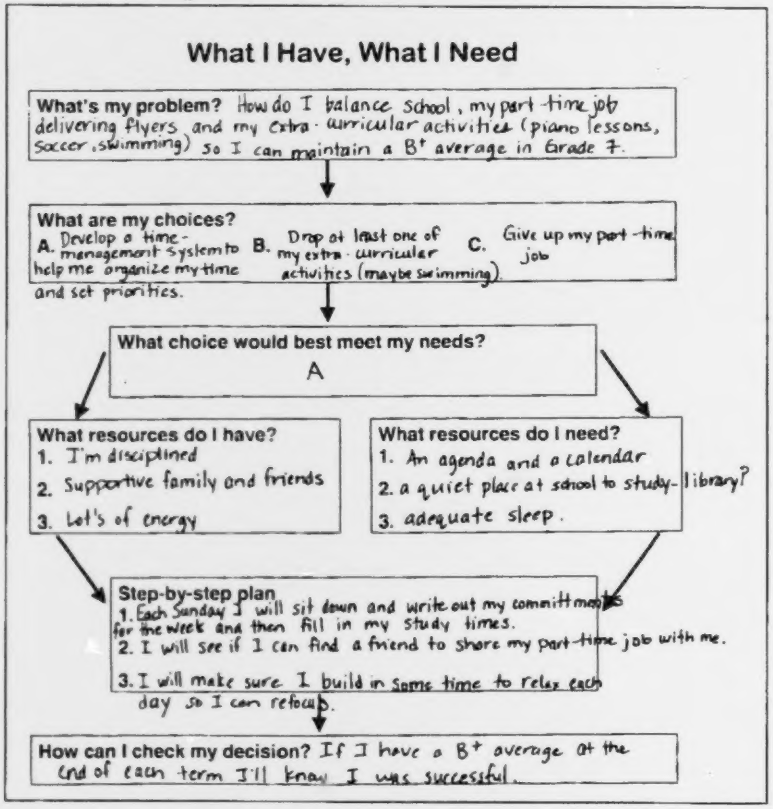
Decision-making models

Decision-making models are a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for solving a problem or making a decision. By breaking problem solving into a step-by-step process and generating alternate solutions, students can become better and more creative problem solvers.

What I have, What I need is an example of a decision-making model.[18]



What I Have, What I Need

What's my problem? How do I balance school, my part-time job delivering flyers and my extra-curricular activities (piano lessons, soccer, swimming) so I can maintain a B+ average in Grade 7.

What are my choices?
A. Develop a time-management system to help me organize my time and set priorities.
B. Drop at least one of my extra-curricular activities (maybe swimming).
C. Give up my part-time job

What choice would best meet my needs?
A

What resources do I have?
1. I'm disciplined
2. Supportive family and friends
3. Lot's of energy

What resources do I need?
1. An agenda and a calendar
2. a quiet place at school to study-library?
3. adequate sleep.

Step-by-step plan
1. Each Sunday I will sit down and write out my committments for the week and then fill in my study times.
2. I will see if I can find a friend to share my part-time job with me.
3. I will make sure I build in some time to relax each day so I can refocus.

How can I check my decision? If I have a B+ average at the end of each term I'll know I was successful.

For a template of this model, see *Student activity master 6: What I have, What I need* on page 6 of Appendix C.

There are many opportunities in the health curriculum to use problem-solving and decision-making skills. For other decision-making models to use across grade levels, see *Student activity master 22: Use your decision-making steps* on page 23 of Appendix C and *Student activity master 24: Decision-making tree* on page 25 of Appendix C.

K–W–L charts[17]

K–W–L charts help students understand what they *know* (K), what they *want to know* (W) and what they *learne*d (L) about a certain topic or issue. They are an effective visual tool to tap into students' prior knowledge and generate questions that create a purpose for learning. K–W–L charts can be used to introduce new topics or concepts, or when reading, viewing videos, preparing for guest speakers or going on field trips. They can also be a guide for research projects.

K–W–L chart

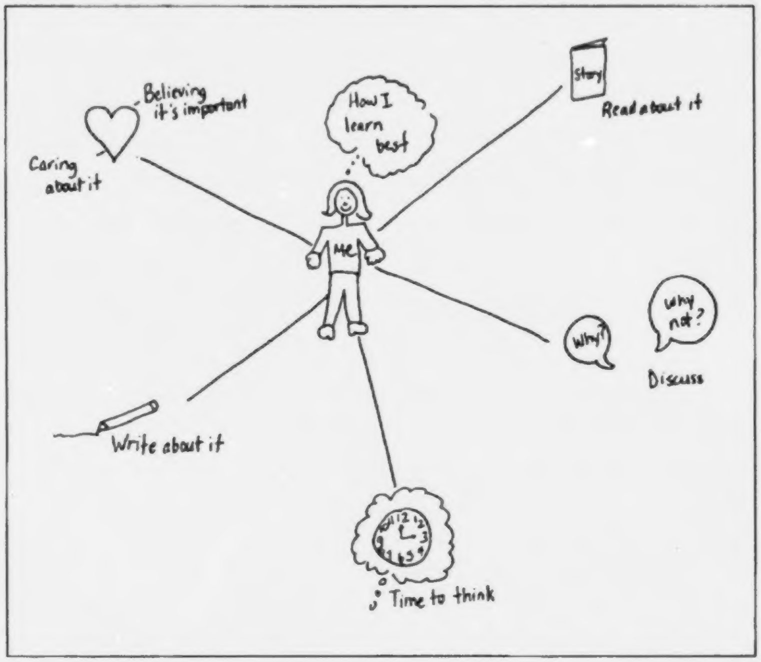
K	W	L
(List what you already **know** about the topic.)	(List questions about what you **want to know** about the topic.)	(Using your questions as a guide, write all the information you **learned**.)

For a template of this tool, see *Student activity master 7: K–W–L chart* on page 7 of Appendix C.

Mind maps

Mind mapping was developed in the early 1970s by British author and brain researcher Tony Buzan. It is an easy way to represent ideas using keywords, colours and imagery. Its nonlinear format helps students generate and organize ideas. Students can record a large amount of information on one piece of paper. Mind mapping allows students to show connections between ideas. Mind mapping integrates logical and imaginative thinking, and provides an overview of what students know and think about a particular topic.

Webs are simple mind maps. Adding pictures, colours and key words transforms them into a more powerful learning, memory and idea-generating tools. The following example is a mind map illustrating one student's personal learning style.[18]


Believing it's important
Caring about it
How I learn best
Story
Read about it
Me
Why?
Why not?
Discuss
Write about it
Time to think

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Literature response

Using literature in the health and life skills classroom allows students to increase their knowledge and understanding of the world and themselves. Literature allows students to vicariously experience new situations and identify with the experiences of characters.

Literature can also foster cross-curricular collaboration. Find out what novels students are reading in language arts and look for authentic ways to link health outcomes with themes in those novels.

Literature responses, including journals, allow students to examine ways they connect with the story and the characters, explore their ideas and beliefs, develop problem-solving skills, and incorporate hopeful strategies to draw upon in the future.

Responding to literature may take place at any stage of reading. Students can make predictions prior to reading a story. They can stop at various points in the story to make a comment, respond to what is happening or make further predictions. Finally, they can respond to what they read through a variety of post-reading activities.

While keeping a journal is a common way to have students respond to what they read, there are many other ways. These include:
- writing a letter to a character
- drawing (for example, various options a character might have, a personal experience evoked by the story)
- developing a role-play based on a story
- writing a different ending or a sequel to the story.

Service learning

Service learning is a goal-setting and action process that positively affects others. All students can participate in service learning. Service learning provides benefits for everyone involved.[19]

For students, benefits include:
- strengthening academic knowledge and skills by applying them to real problems
- building positive relationships with a variety of people
- getting to know people from different backgrounds
- discovering new interests and abilities
- setting goals and working through steps to achieve them
- working cooperatively
- taking on leadership roles
- learning the value of helping and caring for others.

For teachers, benefits include:
- having meaningful, close involvement with students
- reaching students who have difficulty with standard curriculum
- establishing home/school/community partnerships
- helping the school become more visible in the community
- promoting school spirit and pride
- building collegiality with other school staff.

For the school and community, benefits include:

- increased connectedness between students, their schools and their communities
- improved school climate as students work together in positive ways
- more positive view of young people by the community, leading to stronger support for youth and schools
- greater awareness of community needs and concerns
- increased community mobilization to address key issues.

Sample service learning projects[20]

Goal: To make school a positive place for everyone.

Possible projects

- Create posters with positive messages on friendship, cooperation, crosscultural understanding, school spirit and other topics.
- Start school-wide campaigns to eliminate put-downs. Make posters, organize noon-hour events and involve school staff.
- Begin campaigns using posters, buttons and bulletin boards to encourage students to strive toward higher academic achievement. Develop special awards for improvement. Organize mini-workshops and tutoring programs.
- Plan appreciation days for school staff.
- Plan appreciation days for school volunteers.

Goal: To beautify the school.

Possible projects

- Organize school clean-up campaigns.
- Plant flowers and trees around schools.
- Organize halls of fame with photos of outstanding graduates.
- Sponsor campaigns to keep schools litter-free.
- Paint murals on hallways or walls.

Goal: To make a positive contribution to seniors in the community.

Possible projects

- Write letters to house-bound seniors who would enjoy receiving mail.
- Adopt grandparents in the community.
- Plan holiday dinners for senior citizens at nursing homes.
- Invite senior citizens for special days of sharing and discussion.
- Create handmade gifts for special occasions.
- Send handmade birthday cards to people celebrating 80+ birthdays.

Goal: To contribute to young families in the community.

Possible projects

- Plan special parties for children in day care.
- Present puppet shows in an elementary school.
- Teach simple craft projects to children in after-school programs.
- Read stories to children in elementary school.
- Organize on-site babysitting services for special parent and community meetings held at the school.

Goal: To improve living conditions for people struggling in the community.

Possible projects

- Cook and serve meals at community centres.
- Collect food, clothing and toys for distribution at local shelters.
- Learn about the local homelessness situation and write letters of concern to community officials suggesting strategies for improving the living situations of people who are homeless.

Turning service projects into service learning

Service learning moves beyond service projects. Sometimes, in completing service projects, students remain detached from the experience and fail to believe that their efforts are worthwhile. Service learning offers students opportunities to better understand the purpose and value of their efforts. Students who complete all the following five steps of service learning become aware that their actions make a difference.

Five steps of service learning

Step 1: Prepare

With guidance, students determine needs to address in the school and community. Students list questions they have about the issues and research the answers. Students need to clearly understand why their project is significant and how it will benefit their community. Students need to define desired outcomes and goals, choose projects that respond to authentic needs in the school or community, and consider how they can collaborate with parents and community partners to address these needs.

Choosing a service project

Identified Need: ______

1. List reasons this is an important need for the class to address.
2. What is one short-term project the class could do to address this need?
3. What is needed for this project? (Think about expenses, materials, adult help, transportation.)
4. What challenges or barriers might keep this project from being successful?
5. What are *two* long-term projects the class might carry out to address this need?

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 65. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

(See *Student activity master 8: Choosing a service project* on page 8 of Appendix C.)

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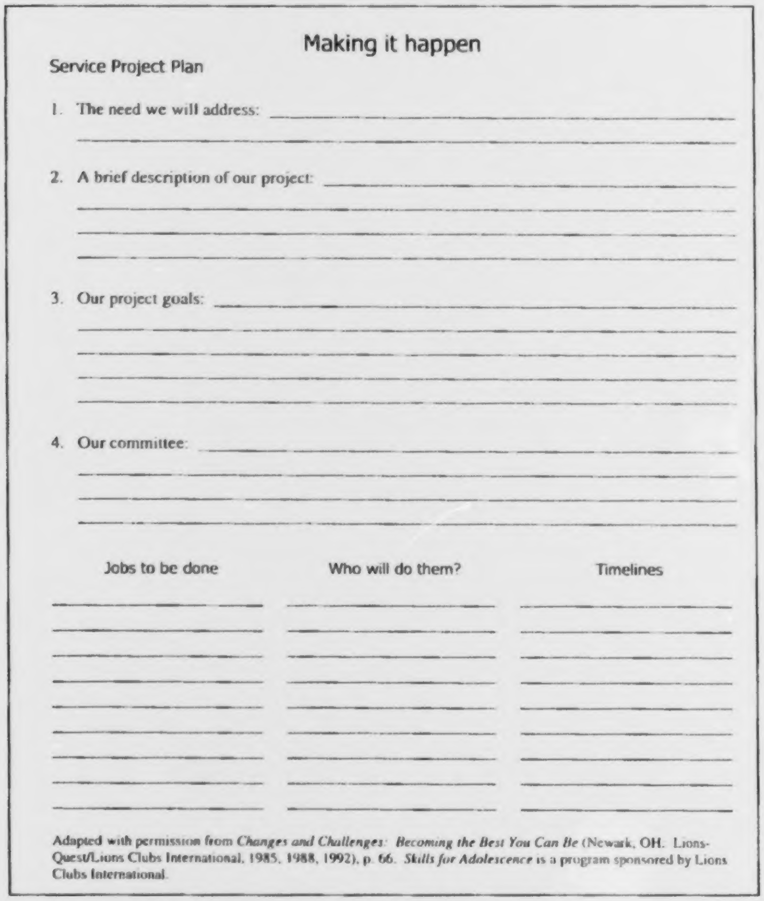
Step 2: Plan

Students develop a step-by-step plan and timeline. Each student needs to be responsible for part of the project. Encourage students to consider ways to communicate effectively with the school community, parents and the community at large. Providing information about the project encourages others to participate. Consider possible challenges and roadblocks and how they might be overcome. Teachers need to ensure that the learning provides meaningful service and real consequences.



Making it happen

Service Project Plan

1. The need we will address: ____________________

2. A brief description of our project: ____________________

3. Our project goals: ____________________

4. Our committee: ____________________

Jobs to be done	Who will do them?	Timelines

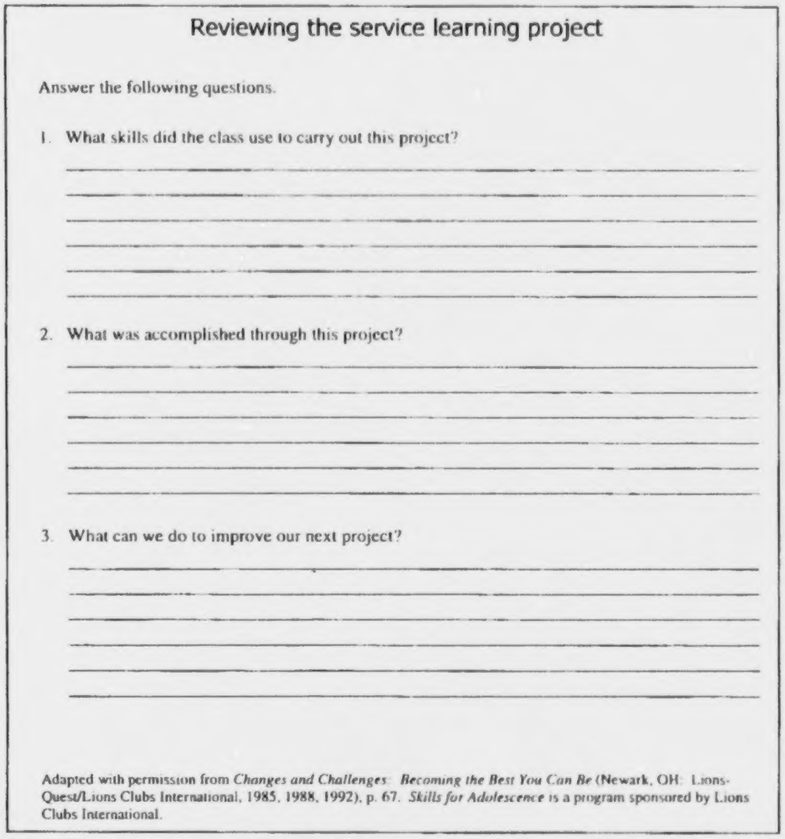
Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH. Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 66. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

(See *Student activity master 9: Making it happen* on page 9 of Appendix C.)

Step 3: Put the plan into action

Ensure students assume as much responsibility as possible. Service learning needs to occur in an environment that is safe, and allows for mistakes and successes. Involve parents and screened community volunteers. Monitor performance and safety on a regular basis.

Step 4: Review and reflect
Acknowledge and celebrate the participation of everyone involved. Guide the process of systematic reflection, using various methods, such as role-plays, discussion and journal writing. Have students describe what happened, record the contribution made, discuss thoughts and feelings, and place the experience in the larger context of the community and society.



Reviewing the service learning project

Answer the following questions.

1. What skills did the class use to carry out this project?

____
____
____
____
____
____

2. What was accomplished through this project?

____
____
____
____
____
____

3. What can we do to improve our next project?

____
____
____
____
____
____

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 67. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

(See *Student activity master 10: Reviewing the service learning project* on page 10 of Appendix C.)

Step 5: Demonstrate
To reinforce learning, students must demonstrate mastery of skills, insights and outcomes by reporting to their peers, families and communities. Students could write articles or letters to local newspapers regarding local issues, or extend their experience to develop future projects in the community.

Successful service learning projects:
- create awareness of issues for students and for community members
- create awareness that youth are a resource in the community

- involve community members—guest speakers from a variety of sources are often willing to support service learning projects
- use existing resources—find ways to use what is in the classroom rather than raise or spend money on the project. For example, student art can decorate the walls of a drop-in centre or be laminated for place mats in a kindergarten snack program.

It is essential that at the end of service learning projects, students have opportunities to privately and publicly reflect on what they contributed and learned through the project.

Issue-based inquiry

The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues.

In the teacher resource *Controversy as a Teaching Tool*, MacInnis, MacDonald and Scott outline a six-step social action model to help students examine issues and conduct an issue-based inquiry.[21] The steps are:

- identify the issue
- investigate the issue
- make a decision
- defend a position
- take action
- evaluate results.

This step-by-step approach creates opportunities for students to examine issues systematically in a hands-on way. This model, or selected activities within the model, can be used in a variety of ways and with a variety of topics within the health and life skills classroom.

Identifying issues

Real issues are meaningful and valid to students because they face them on a daily basis. The more controversial the issue, the greater the risk of bias. However, this is the very type of issue that needs to be examined.

Work with students to generate a list of real issues that align with the health and life skills curriculum, are relevant to the community, and are of interest to students.

An effective issue-based inquiry:

- focuses on an important theme or issue
- begins with an experience that all students have in common—in this way, new knowledge can be built on past experience
- allows for students to be involved in decision making.

When choosing an issue, be sensitive to the social and political realities of the community. Consider how examining a particular issue could potentially affect the life of a student, a family and/or the community. For example, debating certain environmental issues in certain communities could serve to escalate bitterness between family members and/or community members.

Regardless of the issue selected, ensure there are sufficient resources available to address the issue in a comprehensive and bias-balanced manner.

Sample health-related issues for inquiry-based learning activities

These issues can be adapted for case studies, debates, role-plays, discussions, position papers or special projects.

Kindergarten

- What kind of snacks should be allowed at recess?
- Should children have to share toys they bring to school?
- How can Kindergarten children help older children?

Grade 1

- Is a 15-minute recess long enough for children to be physically active during the school day?
- Should all bike riders have to wear helmets?
- What kind of volunteer jobs should students do in the classroom?

Grade 2

- Should all junk food be banned as recess snacks?
- Should all children riding their bikes to school be required to wear a bicycle helmet?
- What kind of volunteer jobs should students do in the school?

Grade 3

- Do all students need water bottles at their desks?
- Should students be allowed to choose their own learning groups?
- Should parents limit the television viewing and computer time of their children?

Grade 4

- Should smoking be banned in all public places?
- Are Grade 4 students ready to use the Internet on their own?
- Do you have a responsibility to be a role model to younger children?

Grade 5

- How could we ensure children brush their teeth at school after lunch?
- If there is a child with peanut allergies in the school, should all peanut products be banned?
- Should students try to mediate conflicts between other students?
- Should caffeine be banned as an additive to snacks and drinks for children?

Grade 6

- Should schools have dress codes?
- Should children be paid for doing chores at home?
- Should all tattoo and body piercing establishments be supervised by health-care professionals?
- Who is responsible for people's safety? Should it be an individual's sole responsibility or does the community need to enforce rules and laws to keep people safe?

Grade 7

- Should junior high students have part-time jobs?
- Should students be expected to do things they are uncomfortable doing, such as public speaking, as part of course requirements?
- Should there be tighter controls on advertisements aimed at junior high students?
- Should there be tighter controls on the portrayal of violence in the media? How could this be done? Who would do it?

Grade 8

- Should it be illegal to drink alcohol during pregnancy?
- Should school start time be changed to later in the morning to adjust to the typical teenager's sleep patterns?
- Are employers responsible for the safety of their employees or is it an individual responsibility?
- Should fast food restaurants be required to post nutritional information for all food sold in their restaurants?

Grade 9

- Should pop and junk food be sold in schools?
- How can Internet health information be monitored and controlled for accuracy and reliability?
- Should alternative health practices and treatments be monitored by the government? Should the cost of alternative health treatment be covered by public health plans?
- Should all students be required to take physical education classes in each year of high school?
- Is it always necessary to manage your feelings? How do you balance the need to express yourself with the need to maintain self-control?

Controversy and bias

Bring any group of people together and sooner or later a disagreement will break out on some issue. Issues become controversial when differing positions are taken. The degree of controversy depends upon the intensity of the emotions aroused.

The examination of controversial issues is an important part of the democratic process and has an important place in the classroom. Dealing with controversial issues is essential in order to view and weigh multiple perspectives effectively, and enhance conflict resolution skills.

What is controversy?

Define controversy.

____
____
____
____

Describe three ***causes*** of controversy.

1. ______________________________
2. ______________________________
3. ______________________________

Describe three possible ***benefits*** which can result from controversy.

1. ______________________________
2. ______________________________
3. ______________________________

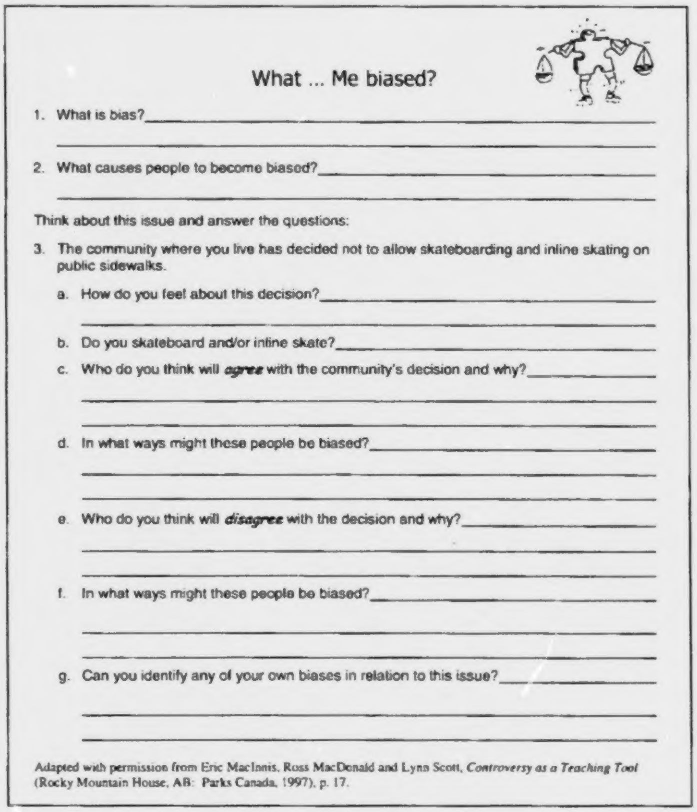
Describe three ***dangers*** which can result from controversy.

1. ______________________________
2. ______________________________
3. ______________________________

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 15.

(See *Student activity master 11: What is controversy* on page 11 of Appendix C.)

Whether bias is a result of attitudes, emotions, values or stakeholder interests, everyone is influenced by bias to some extent. An issue becomes controversial when people take opposing and strongly held positions on a desired outcome. With this in mind, it is necessary that students develop effective strategies for identifying and classifying their own biases, and those of others.



What ... Me biased?

1. What is bias?

2. What causes people to become biased?

Think about this issue and answer the questions:

3. The community where you live has decided not to allow skateboarding and inline skating on public sidewalks.
   a. How do you feel about this decision?
   b. Do you skateboard and/or inline skate?
   c. Who do you think will ***agree*** with the community's decision and why?
   d. In what ways might these people be biased?
   e. Who do you think will ***disagree*** with the decision and why?
   f. In what ways might these people be biased?
   g. Can you identify any of your own biases in relation to this issue?

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 17.

(See *Student activity master 12: What … Me biased?* on page 12 of Appendix C.)

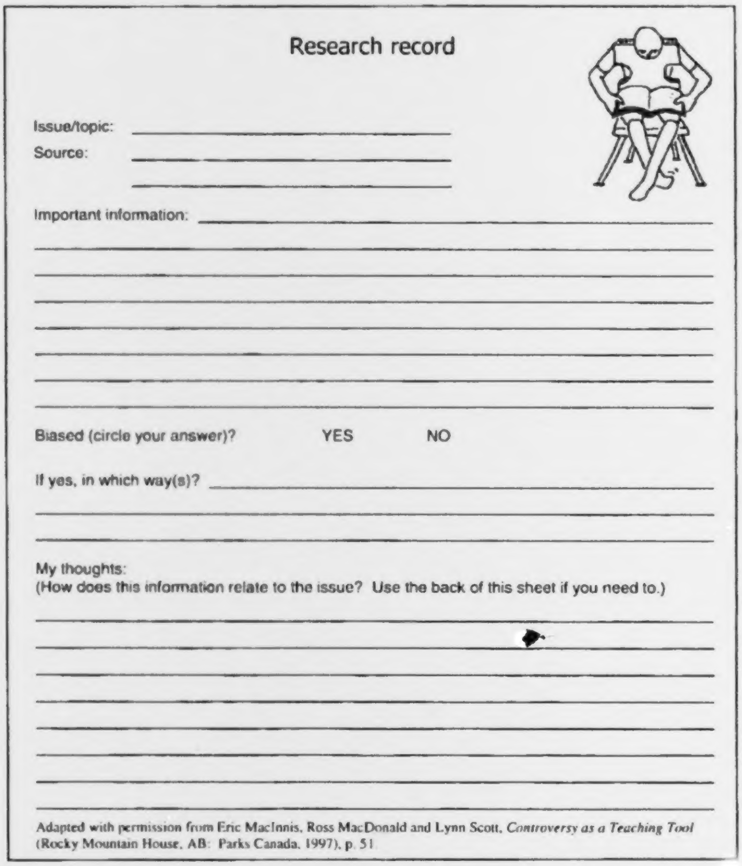
Introducing the issue

An engaging and motivating introduction is key to the success of an issue-based inquiry. One strategy is to show a taped newscast of the issue with students assuming the role of reporters interpreting the issue. Related newspaper clippings could be displayed and discussed. Or, the topic could be introduced by a guest speaker or a small group of students.

Having someone else introduce the issue allows teachers to remain in a neutral, unbiased position and facilitate the process. Students should assume the primary role of responsible citizens involved in a controversial issue in which action is ultimately required. Teachers need to be aware of school and district guidelines for speakers and controversial issues.

Investigating the issue

Students need opportunities to research and discover information about the issue. Distribute printed materials, bring in guest speakers and if possible, arrange for a relevant field trip. Help students develop frameworks for gathering and analyzing new information.



Research record

Issue/topic: ____________________

Source: ____________________

Important information: ____________________

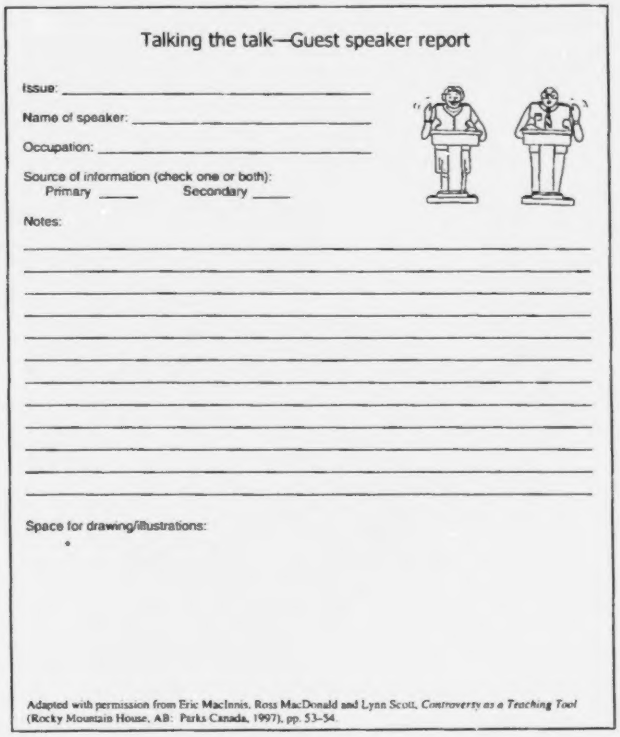
Biased (circle your answer)? YES NO

If yes, in which way(s)? ____________________

My thoughts:
(How does this information relate to the issue? Use the back of this sheet if you need to.)

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 51.

(See *Student activity master 13: Research record* on page 13 of Appendix C.)



Talking the talk—Guest speaker report

Issue: ____________________

Name of speaker: ____________________

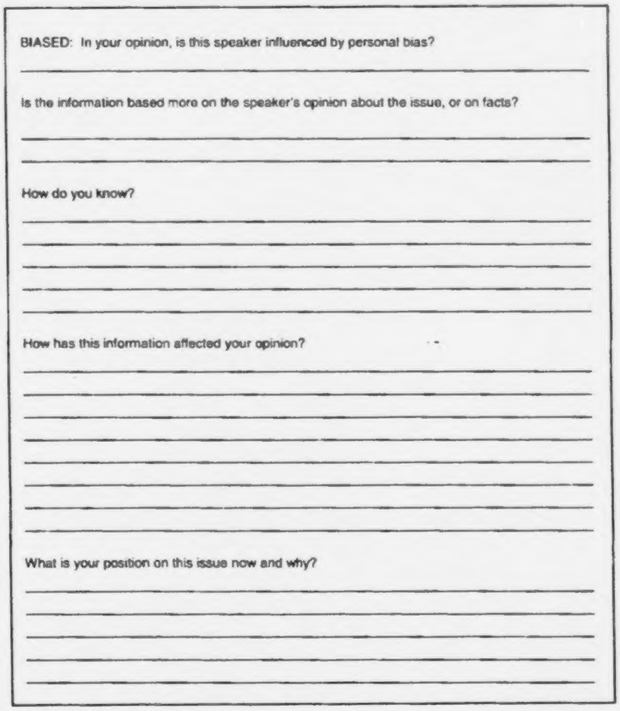
Occupation: ____________________

Source of information (check one or both):
Primary ____ Secondary ____

Notes:

Space for drawing/illustrations:

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 53–54.



BIASED: In your opinion, is this speaker influenced by personal bias?

Is the information based more on the speaker's opinion about the issue, or on facts?

How do you know?

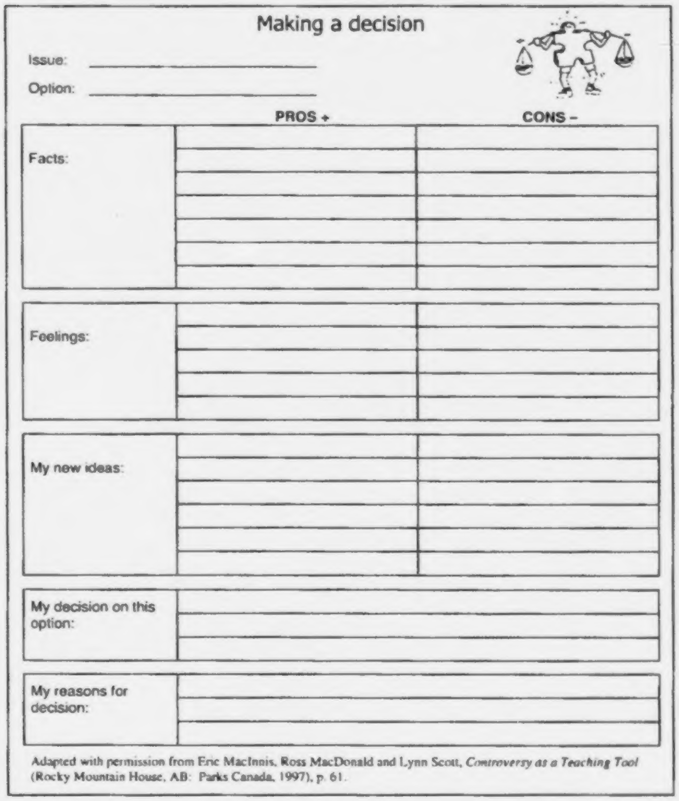
How has this information affected your opinion?

What is your position on this issue now and why?

(See *Student activity master 14: Talking the talk—Guest speaker report* on pages 14–15 of Appendix C.)

Making a decision

Students can use the *Making a decision* chart to compile information throughout the inquiry.



Making a decision

Issue: ____________________

Option: ____________________

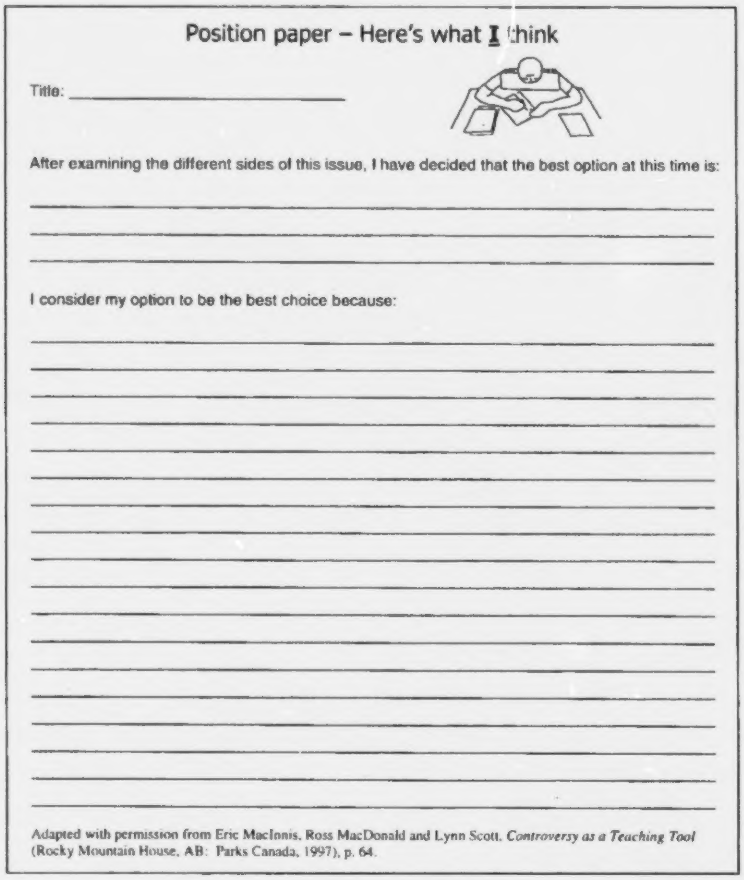
	PROS +	CONS –
Facts:		
Feelings:		
My new ideas:		
My decision on this option:		
My reasons for decision:		

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

(See *Student activity master 15: Making a decision* on page 16 of Appendix C.)

Defending a position

Students can present their decisions in position papers. This may be done individually, in pairs or in small groups. Alternatively, students could communicate their positions through oral presentations or design posters.



Position paper – Here's what **I** think

Title: ____________________

After examining the different sides of this issue, I have decided that the best option at this time is:

I consider my option to be the best choice because:

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 64.

(See *Student activity master 16: Position paper—Here's what I think* on page 17 of Appendix C.)

Taking action

The action component of a unit may be the most rewarding for both students and teachers. In this phase, students use all they have learned about an issue to develop action plans. To minimize risks and make this as positive an experience as possible for all participants, consider the following suggestions.

- Encourage students to discuss projects with their parents.
- Ensure that the issue itself remains secondary to the process that students are learning.
- Set reasonable expectations. Students may become disappointed or disillusioned if their actions do not achieve desired results.
- Encourage specific actions within a specified time frame and focus on actions that have a likelihood of positive outcomes.
- Encourage students to engage in cooperative, positively structured actions, such as debates.
- Resist pressure to become personally involved in the issue.
- Keep your school administration informed from the beginning to ensure the necessary support for student actions.
- Help students become aware of the fact that choosing to do nothing is also an action.
- Set clear parameters in relation to actions.

Encourage students to share their positions and solutions. Classify the actions into categories and discuss the characteristics of each.

Action categories include the following.

Research/information gathering—includes actions intended to increase knowledge of the event itself.

Public awareness/media—includes actions designed to receive media attention, and influence the audience and decision makers; for example, letters to the editor, press conferences, public awareness campaigns.

Direct—includes actions of a nonpolitical direct nature, such as picketing, boycotting, meeting with involved parties.

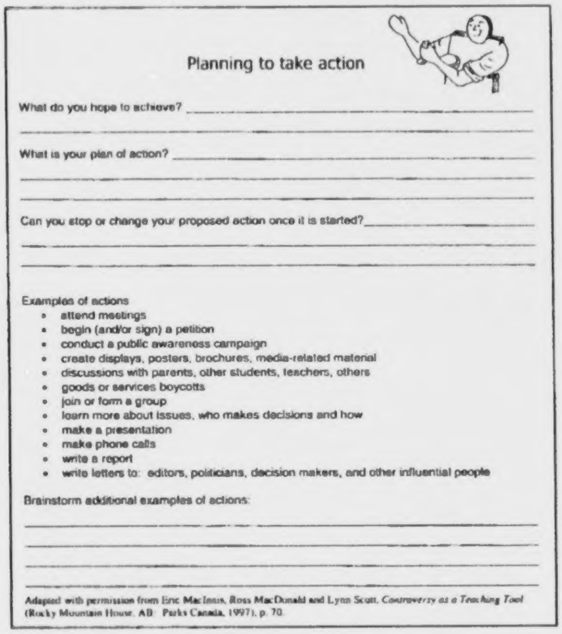
Legal—includes litigation and participation in public hearings.

Organizational—includes fund-raising or formation of a special interest group.

Political—includes actions that are designed to influence or gain the assistance of elected officials; for example, petitions and letters.

Civil disobedience/illegal—exclude these actions but discuss the implications of these choices.

As a group, decide which actions fall within the scope and time limitations of the unit. Encourage students to develop a plan of action.



Planning to take action

What do you hope to achieve? ____________________

What is your plan of action? ____________________

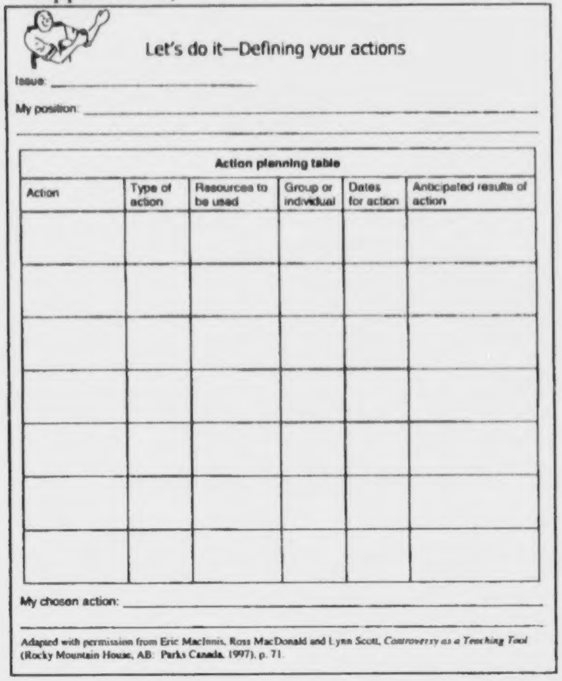
Can you stop or change your proposed action once it is started? ____________________

Examples of actions
- attend meetings
- begin (and/or sign) a petition
- conduct a public awareness campaign
- create displays, posters, brochures, media-related material
- discussions with parents, other students, teachers, others
- goods or services boycotts
- join or form a group
- learn more about issues, who makes decisions and how
- make a presentation
- make phone calls
- write a report
- write letters to: editors, politicians, decision makers, and other influential people

Brainstorm additional examples of actions:

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 70.

(See *Student activity master 17: Planning to take action* on page 18 of Appendix C.)



Let's do it—Defining your actions

Issue: ____________________

My position: ____________________

Action planning table

Action	Type of action	Resources to be used	Group or individual	Dates for action	Anticipated results of action

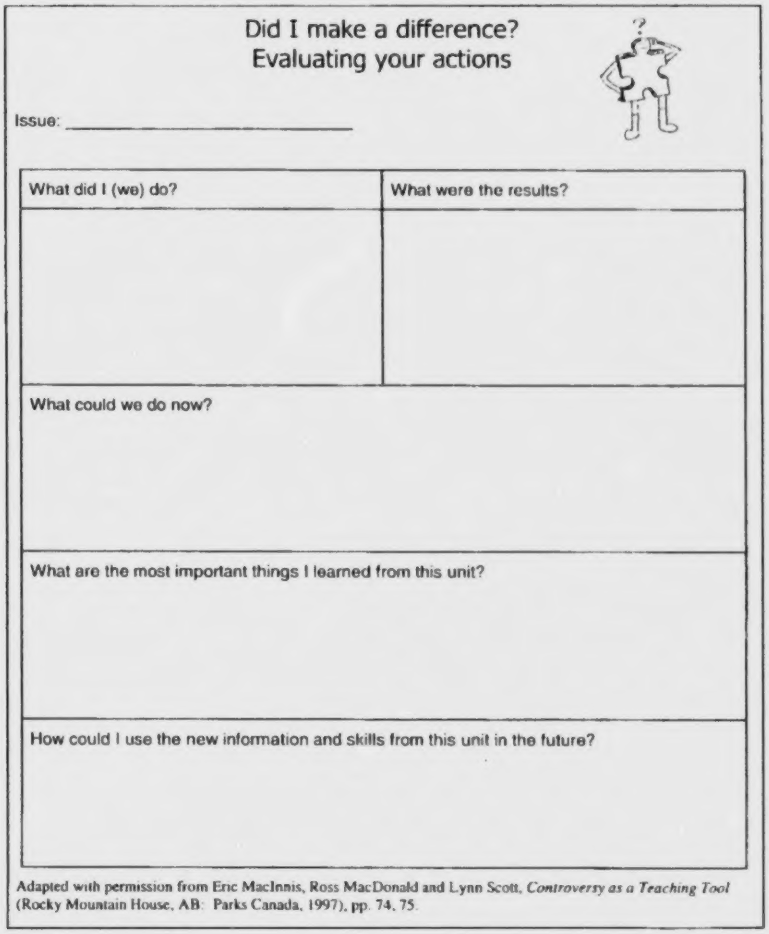
My chosen action: ____________________

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 71.

(See *Student activity master 18: Let's do it—Defining your actions* on page 19 of Appendix C.)

Evaluating results

It is essential that students have the opportunity to review the steps in the process so they are able to apply them again when examining other issues. Reflecting on the experience lets students identify new understandings and assess their own learning.



Did I make a difference?
Evaluating your actions

Issue: ____________________________

What did I (we) do?	What were the results?

What could we do now?

What are the most important things I learned from this unit?

How could I use the new information and skills from this unit in the future?

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

(See *Student activity master 19: Did I make a difference? Evaluating your actions* on page 20 in Appendix C.)

Endnotes

3. Bennett, Rolheiser-Bennett and Stevahn, 1991.
4. Adapted with permission from Four Worlds Development Project, *The Sacred Tree Curriculum Guide* (Lethbridge, AB: Four World Development Project, 1988), pp. 21–22.
5. Adapted from *Change for Children: Ideas and Activities for Individualizing Learning* (pp. 169, 170) by Sandra Nina Kaplan, Jo Ann Butom Kaplan, Sheila Kunishima Madsen & Bette Taylor Gould © 1980 by Scott Foresman. Published by Good Year Books. Used by permission of Pearson Education, Inc.
6. Adapted from Carol Ann Tomlinson, "Independent Study: A Flexible Tool for Encouraging Academic and Personal Growth," *Middle School Journal* 25, 1 (1993), pp. 78, 79, 80, 81, 82. Reproduced and adapted from the original article appearing in the September 1993 *Middle School Journal*. Permission granted by National Middle School Association.
7. Adapted, by permission, from Manitoba Education and Training, *Success for All Learners: A Handbook on Differentiating Instruction* (Winnipeg, MB: Manitoba Education and Training, 1996), p. 11.15.
8. Ibid., pp. 11.11–11.12.
9. From Kay Burke, Robin Fogarty and Susan Belgrad, *The Mindful School: The Portfolio Connection* (Arlington Heights, IL: IRI/Skylight Training and Publishing, Inc., 1994), p. 73. Used with permission from Skylight Professional Development.
10. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning,* 3rd ed. (Arlington Heights, IL: Skylight Professional Development, 1999), p. 117. Adapted with permission from Skylight Professional Development.
11. Ibid., p. 116.
12. Ibid., p. 115.
13. Ibid., p. 116.
14. Ibid., pp. 117–118.
15. Adapted with permission from Edmonton Public Schools, *Combined Grades Manual 4/5* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 32.
16. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning,* 3rd ed. (Arlington Heights, IL: Skylight Professional Development, 1999), pp. 118–119. Adapted with permission from Skylight Professional Development.
17. Ogle, 1986.

18. Used with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 80.

19. Used with permission from *Lions-Quest Skills for Adolescence Curriculum Manual* (Newark, OH: Lions-Quest/Lions Clubs International, 1992), pp. 3–4. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

20. Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1992), pp. 62–63. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

21. Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 13, 14, 16, 18, 19, 22, 48, 67, 68, 69, 73.

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Assess, Evaluate and Communicate Student Learning

Assessment and evaluation

Assessment is the gathering of information about what students know and can do in order to make decisions that will improve teaching and learning. Assessment and evaluation are necessary and important elements of the instructional cycle.

Evaluation is a judgement regarding the quality, value or worth of a response, product or performance, based on established criteria and curriculum standards. Evaluation gives students a clear indication of how well they are performing based on the learner outcomes of the curriculum. The payoff of effective evaluation is that students learn how they can improve their performance. Assessment and evaluation always go together.[22]

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment identifies who needs extra support, who needs greater challenge, who needs extra practise and who is ready to move on. The primary goal of assessment is to provide ongoing feedback to teachers, students and parents, in order to enhance teaching and learning.

Principles of assessment

Assessing, evaluating and communicating student achievement and growth are integral parts of schooling. They should be positive experiences for students, should support continuous learning and growth, and should be congruent with the following principles.[23]

- Assessment, evaluation and communication of student growth are based on the curriculum and are in line with the school's philosophy and programming principles.
- Information about methods of assessment and results of evaluation is available to students, parents and the community.
- Student growth is assessed, evaluated and communicated for all outcomes.
- Evaluation and communication of student growth are ongoing and are used to plan effective programming.
- Student growth is demonstrated through a variety of performances evaluated by teachers.
- Student growth is enhanced when students participate in the assessment, evaluation and communication processes.
- Student growth is enhanced when students view assessment, evaluation and communication positively.
- Methods of communicating student growth vary depending on audience and purpose.

- Methods of assessment and evaluation of student growth are developmentally appropriate and vary depending on student learning patterns.

These principles represent a shared commitment to quality assessment among the members of the Alberta Assessment Consortium.

Assessment strategies

There are many potential sources of information about student growth and achievement within the health and life skills program. Different assessment strategies can provide different kinds of information about student achievement. The most accurate profile of student growth is based on the findings gathered from assessing student performance in a variety of ways. The key is to match the specific learner outcomes with appropriate assessment tasks. Teachers need to use a wide range of assessment strategies and tools to get a balanced view of student achievement.

Observation

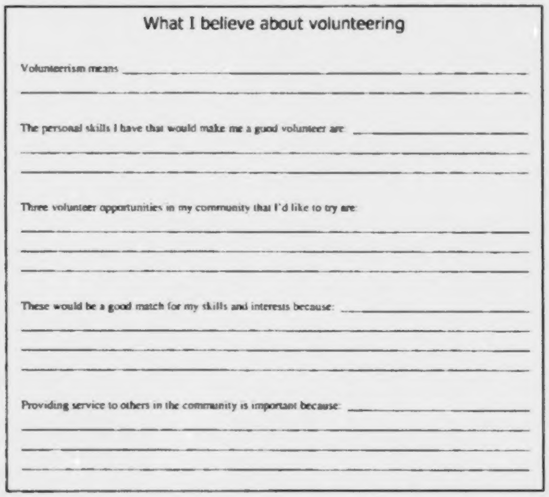
Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects their learning and concentration, and what students need to learn next. Observations may be informal or highly structured, and incidental or scheduled over different periods of time in different learning contexts.

Use the following tips to gather assessment information through observation.

- Determine specific outcomes to observe and assess.
- Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcome.
- Ensure students know and understand what the criteria are.
- Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
- Develop a data gathering system, such as a clipboard for anecdotal notes, a checklist or rubric, or a video or audio recorder.
- Collect observations over a number of classes during a reporting period and look for patterns of performance.
- Date all observations.
- Share observations with students, both individually and in a group. Make the observations specific and describe how this demonstrates or promotes thinking and learning. For example; "Eric, you contributed several ideas to your group's *Top Ten* list. You really helped your group finish their task within the time limit."
- Use the information gathered from observation to enhance or modify future instruction.

Self-reflection and self-assessment

Many students are unsure how they are performing in different academic areas. They often lack the language to reflect on and communicate information in a clear and concise manner. These students need frameworks that outline goals and encourage self-reflection and self-assessment. These frameworks include sentence starters and rating scales, such as the following samples.



What I believe about volunteering

Volunteerism means ____________________

The personal skills I have that would make me a good volunteer are: ____________________

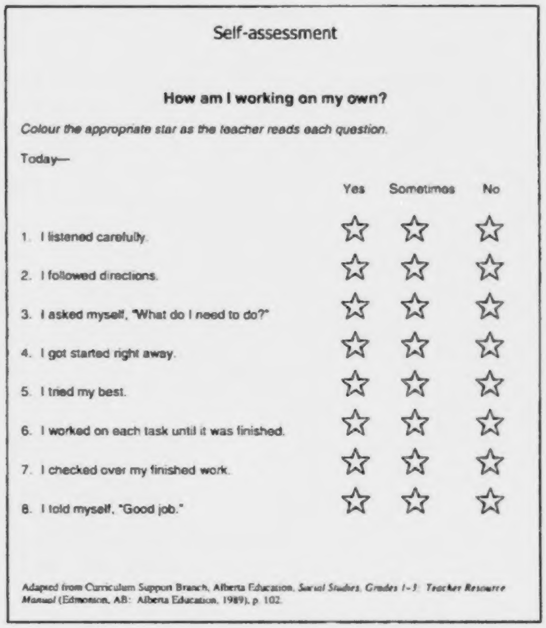
Three volunteer opportunities in my community that I'd like to try are:

____

These would be a good match for my skills and interests because: ____________________

Providing service to others in the community is important because: ____________________

(See *Student activity master 42: What I believe about volunteering* on page 43 of Appendix C.)



Self-assessment

How am I working on my own?

Colour the appropriate star as the teacher reads each question.

Today—

	Yes	Sometimes	No
1. I listened carefully.	☆	☆	☆
2. I followed directions.	☆	☆	☆
3. I asked myself, "What do I need to do?"	☆	☆	☆
4. I got started right away.	☆	☆	☆
5. I tried my best.	☆	☆	☆
6. I worked on each task until it was finished.	☆	☆	☆
7. I checked over my finished work.	☆	☆	☆
8. I told myself, "Good job."	☆	☆	☆

Adapted from Curriculum Support Branch, Alberta Education, *Social Studies, Grades 1–3: Teacher Resource Manual* (Edmonton, AB: Alberta Education, 1989), p. 102.

(See *Student activity master 21: Self-assessment: How am I working on my own?* on page 22 of Appendix C.)

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Assessing their own thinking and learning provides students with valuable training in self-monitoring. They can record their learning by completing sentence stems such as the following.

- This piece of work demonstrates that I can …
- I can improve my work by …
- After reviewing this assessment, I would like to set a new goal to …
- I would like to do this because …

Response journals, learning logs, end-of-the-class drawings and partner talk are other ways for students to reflect on their learning in the health and life skills classroom.

Self-assessments have the most impact on learning when teachers follow through on student reflections by using this data to help individual students set goals, or to compare and discuss teacher observations.

This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully evaluate their own work and take ownership of their own learning.

Tools, such as response journals and learning logs, can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer journal writing probes that help students reflect on their own learning.

- *Probe for reflecting on content*
  Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

- *Probe for reflecting on information processing*
  Describe how effective you were in gathering information for your project.

- *Probe for reflecting on communication*
  Describe how effective you were in communicating your conclusions to your discussion group.

- *Probe for reflecting on collaboration and cooperation*
  Describe how well you worked with your group throughout your project.

Students can assume more responsibility in the learning process by evaluating their own assignments or projects prior to teacher or peer evaluations. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

The *Pause and Think* strategy is another way to help students self-reflect. This structured activity, adapted from *How to Develop and Use Performance Assessments in the Classroom,* has students pause and think about their work and what they learned. Students record their reflections in a response journal, share with a partner or discuss in a small group. During each short *Pause and Think* time, teachers direct students to use a specific prompt, such as the ones below.

Pause, think and share. Turn to a partner and describe what you learned.

Look for proof. Select and comment on a work sample that demonstrates an aspect of your learning.

Connect to criteria. Revisit the criteria or rubric and explain how your work is meeting the criteria.

Relate the learning. Connect current concepts to past learning or find examples of the concept in other contexts.[24]

Rubrics, checklists or rating scales are also effective tools for self-reflection. Students highlight the descriptors they believe describe their product or performance. The teacher uses a different colour to indicate his or her assessment.

Assessments that directly involve students help them learn important skills that they will be able to use as lifelong learners. They learn to be reflective and responsive, to think about their own efforts, to be constructive in self-assessment and peer assessment, and to provide specific information that makes a difference.

By integrating self-reflection activities, time for goal setting and peer evaluations into routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator.

To increase student involvement in the assessment process:

- explain scoring criteria for performance-based tests prior to the tests
- show exemplars of what excellent work looks like whenever possible
- use language students understand
- develop rubrics collaboratively with students
- involve students in the learning conference
- develop self-monitoring and self-reflection tools for different tasks and assignments
- use goal setting
- use home response journals or weekly reports.

Checklists

To assess content-rich items, curriculum checklists are helpful. Attach a curriculum checklist to a student's assignment to highlight outcomes students successfully demonstrate. Checklists outline criteria for specific performance tasks or identify specific behaviours related to a skill or skill area. Generally, checklists have only two points—*yes* and *not yet*. There is a template for developing this kind of assessment tool in *Teacher planning tool 9: Checklist* on page 11 of Appendix A.

Sample checklist

Grade 4
LL–3: *The student will* demonstrate effective decision making, focusing on careful information gathering.

Finding and using information

____________________ can:	Yes	Not yet
• recall information from past learning	☐	☐
• identify why information is needed	☐	☐
• select types of information needed	☐	☐
• identify the scope of information gathering appropriate to the situation	☐	☐
• organize information	☐	☐
• assess the quality of information	☐	☐
• assess sufficiency of information	☐	☐
• select information that meets purposes and needs	☐	☐
• evaluate process used to gather and assess information	☐	☐
• apply selected information.	☐	☐

Rating scales

Teachers can use rating scales to record observations and students can use scales as self-assessment tools. Teaching students to use descriptive words, such as *always, usually, sometimes* and *never* helps them pinpoint specific strengths and needs. Rating scales also give students information for setting goals and improving performance. In a rating scale, the descriptive word is more important than the related number. The more precise and descriptive the words for each scale point, the more reliable the tool.

Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as *fair, good* or *excellent*, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale. There is a template for developing this type of assessment tool in *Teacher planning tool 10: Rating scale* on page 12 of Appendix A.

Sample rating scale

Grade 2	R–6	*The student will* develop strategies to show respect for others.
Grade 3	R–8	*The student will* develop skills to work cooperatively in a group.
Grade 5	R–9	*The student will* explore respectful communication strategies that foster team/group development.

I encourage others:	1 never	2 sometimes	3 usually	4 always
• by smiling	●	●	●	●
• by looking at them	●	●	●	●
• by sitting quietly	●	●	●	●
• by nodding	●	●	●	●
• by saying words like, "Good idea."	●	●	●	●
• by asking them questions	●	●	●	●
• by saying thank you.	●	●	●	●

Added value

Increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important.

For example:

- put a star beside the skill you think is the most important for encouraging others
- circle the skill you would most like to improve
- underline the skill that is the most challenging for you.

Rubrics

A rubric is a chart of criteria, of "what counts," arranged according to a measure of quality. The criteria describe what a successfully completed piece of work looks like. In essence, it is a scoring guide. While rubrics can be simple in appearance, they can provide concise information for both students and teacher. Depending on the contexts for which they are used, rubrics can be detailed and content-specific or generic and holistic, as illustrated in the examples below.

Sample content-specific rubric

Assignment: Cause and effect chart

Grade 6 Wellness
W–6.9: *The student will* evaluate the impact of personal behaviour on the safety of self and others.

4 Excellent	3 Proficient	2 Acceptable	1 Limited
provides detailed and interesting examples that illustrate understanding of the ways positive behaviours are part of risk management; makes the link between positive behaviours as a way of dealing with risks for self and others	provides detailed examples that illustrate understanding of the relationship between positive behaviours and the safety of self and others	provides basic examples of positive behaviours and shows how they can affect the safety of self and others	provides general examples of positive behaviours with little attempt to show how these can affect the safety of self and others

Sample holistic rubric

Role-play rubric

4 Excellent	• demonstrates purposeful, detailed and insightful portrayal of the issue • demonstrates gestures, facial expressions, body language and words that enhance the communication of the intention of the role-play • totally engages audience's interest and attention • audience gains new understanding of issue
3 Proficient	• demonstrates an accurate portrayal of the issue • demonstrates some gestures, facial expressions, body language and words that communicate the intention of the role-play • engages audience's interest and attention • audience's understanding of issue is reinforced
2 Acceptable	• demonstrates a basic portrayal of the issue • beginning to demonstrate gestures, facial expressions, body language and words that match the intention of the role-play • attempts to engage audience's interest • audience receives basic outline of issue
1 Limited	• portrayal is inaccurate • uses limited or no gestures, facial expressions or body language to communicate the intention of the role-play • demonstrates limited attempts to communicate with audience • audience's understanding of issue is sketchy or confused
Insufficient	• no score is earned because there is insufficient evidence of student performance based on the requirements of the assessment task.

Rubrics are a user-friendly way for teachers and students to identify characteristics of student work. They are particularly helpful in assessing skill development, such as communication skills or participation in group work. They provide clear directions and give students a framework for more thoughtful judgement of their own work. Also, by providing an explicit statement of what quality looks like, rubrics allow two or more evaluators to view the performance in a similar way, increasing rating reliability.

Developing and evaluating rubrics

To develop a rubric, consider the following.

- What are the specific health curriculum outcomes in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like? What are the qualities that distinguish an excellent response from other levels?
- What do other responses along the performance quality continuum look like?
- Is each description qualitatively different from the others? Are there an equal number of descriptors at each level of quality? Are the differences clear and understandable to students and others?

Begin by developing criteria to describe the Acceptable level. Then use Bloom's taxonomy to identify differentiating criteria as you move up the scale. The criteria should not go beyond the original performance task, but reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, consider the following guidelines.[25]

- Level 4 is the *Standard of excellence* level (or A, 80–100%). Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the *Approaching standard of excellence* or *Proficient* level (or B, 65–79%). Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the *Meets grade level expectations* or *Adequate* level (or C, 50–64%). This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough. This is a "On the right track, but …".
- Level 1 *Does not meet grade level standards*. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but …". The teacher needs to make decisions about appropriate intervention to help the student improve.

Teachers may evaluate rubrics by asking these questions.

- Is it clear? Is the language easily understood by students who will use it?
- Does it have an even number of levels of performance? (Four levels work well and prevents the tendency to mark in the middle.)
- Is it consistent in the number of descriptors across the levels of quality?
- Is it based on curriculum outcomes at grade level?
- Does it ensure success for students?
- Does it provide challenge for students?

Creating rubrics with students

Learning increases when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learner outcomes.

Learner outcomes are clarified when students assist in describing the criteria used to evaluate performance. Use brainstorming and discussion to help students analyze what *acceptable*, *proficient* and *excellent* look like. Use student-friendly language and encourage students to identify descriptors that are meaningful to them. For example, a Grade 4 class might describe levels of quality with phrases such as the following.

- Super!
- Going beyond
- Meets the mark
- Needs more work.

Use work samples to help students practise and analyze specific criteria for developing a critical elements list. They can also use samples to practise assigning performance levels and compare criteria from level to level.

For examples of rubrics for health and life skills curriculum outcomes, see the Alberta Assessment Consortium Web site at http://www.aac.ab.ca. See *Teacher planning tool 11: Rubric* on page 13 of Appendix A for a template for developing rubrics.

Portfolio work samples

Portfolios are collections of student work that provide a visual representation of students' learning. The samples of work in a portfolio record growth and achievement in one or more subjects over a period of time.[26] A portfolio may be a systematic collection of work across subject areas or may target a specific subject area, topic or learning goal. In divisions three and four, portfolios are often focused on career exploration and planning.

An effective portfolio:[27]

- is a planned, organized collection of student work
- tells detailed stories about a variety of student outcomes that would otherwise be difficult to document
- includes self-reflections that describe the student as both a learner and an individual
- serves as a guide for future learning by illustrating a student's present level of achievement
- includes a selection of items that are representative of curriculum outcomes, and what the student knows and can do
- includes the criteria against which the student work was evaluated
- supports the assessment, evaluation and communication of student learning
- documents learning in a variety of ways—process, product, growth and achievement.

Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with context for assessing their own work and setting meaningful goals for learning. Displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. As Kay Burke says in *How to Assess Authentic Learning*, "A portfolio without reflections is a notebook of stuff." The power of the portfolio is derived from the descriptions, reactions and metacognitive reflections that help students achieve their goals. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes.[28] Some students become adept at writing descriptions and reflections of their work without any prompts. There are some students, however, who have difficulty deciding what to write. Statement stems can get them started. The following samples are adapted from Kay Burke's *How to Assess Authentic Learning*.[29]

- This piece shows I really understand the content because …
- This piece showcases my _______________ intelligence because …
- If I could show this piece to anyone—living or dead—I would show it to __________________ because …
- People who knew me last year would never believe this piece because …
- This piece was my greatest challenge because …
- My (parents, friend, teacher) liked this piece because …
- One thing I learned about myself is …

The accompanying information should indicate whether the product was the result of a specifically designed performance task or regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is in draft or completed form is also essential.

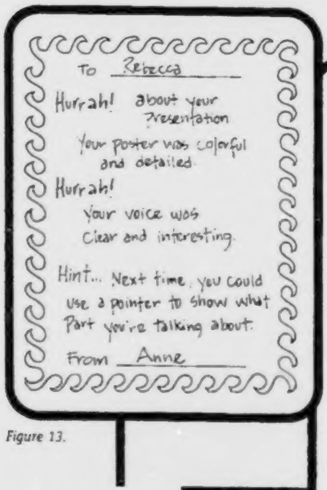
One characteristic that sets portfolios apart from more traditional writing folders is that they contain a variety of works that reflects different forms and different ways of learning and knowing. Students should have more than worksheets or homework assignments in their portfolios. They should collect audiotapes, videotapes, photos, graphic organizers, first drafts, journals, artwork, computer discs and assignments that feature work from all the multiple intelligences.

Work samples from the health and life skills program can be part of an annual cross-curricular portfolio, a career planning portfolio or a stand-alone health portfolio. Portfolios can be discussed with parents at learning conferences, submitted to administrators for curriculum alignment checks or used to gather data for progress reports. Portfolios may be passed on to receiving teachers as students move through the grades.

For more ideas on using portfolios in the classroom, see *Instructional Strategies*, pages 76–80 of this guide.

Peer feedback

Providing feedback to peers is another way students can be meaningfully involved in the assessment process. In *Brain-based Learning with Class*, Politano and Paquin provide two frameworks students can use to give others constructive feedback. *Two Hurrahs and a Hint* and *Two Stars and a Wish* encourage students to identify two strengths in a performance or assignment and offer one piece of constructive criticism.[30]


To Rebecca

Hurrah! about your Presentation

Your poster was colorful and detailed.

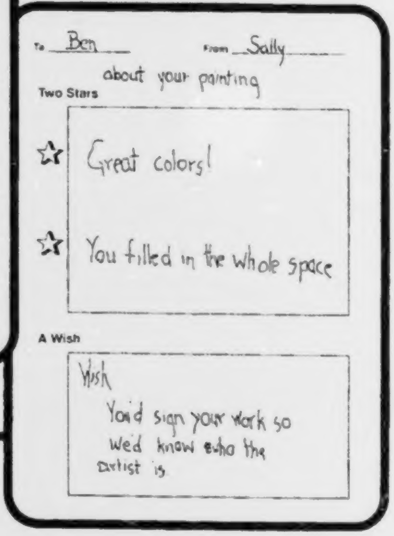
Hurrah!

Your voice was clear and interesting.

Hint... Next time, you could use a pointer to show what part you're talking about.

From Anne

Figure 13.


To Ben From Sally

Two Stars about your painting

☆ Great colors!

☆ You filled in the whole space

A Wish

Wish

You'd sign your work so we'd know who the artist is

Figure 14.

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Criteria for evaluating assessment[31]

Use the following chart to reflect on current assessment strategies, consider new tools for possible use and develop new tools.

Assessment task ____

Think about the following questions. To what extent does the task or strategy address each specific concern?

		not at all	partially	fully
1	Does it focus on high-priority specific outcomes?			
2	Does it establish a meaningful context based on issues or themes that are authentic?			
3	Does it require a range of thinking skills?			
4	Does it contain grade-appropriate activities that are sufficiently challenging?			
5	Does it provide for students of varying ability levels to complete tasks?			
6	Does it elicit responses that reveal levels of performance (rather than simply correct or incorrect answers)?			
7	Does it allow for ease of implementation in the classroom?			
8	Does it establish clear criteria for assessing student learning (related to specific learner outcomes)?			
9	Does it provide students with criteria and opportunities to reflect on, self-evaluate and improve their performance?			
10	Does it provide opportunity for student revision based on feedback?			
11	Does it provide for purposeful integration of subject areas?			
12	Does it allow for a variety of products or performances?			
13	Does it require a demonstration/application of learning outcome(s) in more than one way?			
14	Does it provide clear directions for students?			
15	Does it engage students so their interest and enthusiasm will be sustained?			
16	Does it merit the time and energy required to complete it?			

Calculating achievement marks

In *The Mindful School: How to Grade for Learning*, Ken O'Connor makes the following suggestions on how to produce meaningful achievement marks in any subject area.

- Begin marking plans with specific outcomes and then develop appropriate assessment strategies for each.
- Base the mark on individual achievements, not on group projects.
- Use the most recent results rather than early results or first attempts. Students need opportunities to learn and practise new skills before they are evaluated.
- Use summative evaluation in the achievement mark. Formative assessment should be used and reported in other ways.
- Relate grades directly to learning goals. Although skills and activities beyond the curriculum may be part of class learning, only specific curriculum outcomes should be reflected in the achievement mark.
- Use quality assessment strategies or tools that are based on criterion-referenced standards that have been thoroughly discussed with and understood by students.
- If necessary, do careful number crunching. O'Connor suggests using medians rather than averages, considering carefully how scores and learning goals should be weighted and looking for ways to include rubrics in the achievement mark. He also cautions against overweighting single assignments, especially by awarding zeros for incomplete assignments.

What to consider including in achievement marks[32]

There are a number of researchers who suggest that participation and effort should not be factored into achievement marks. Marks need to directly reflect mastery of specific learner outcomes, which may or may not include elements related to effort, participation or attitude. Although hard work (*effort*), frequent responses to teacher questions and intense involvement in class activities (*participation*), and a positive, encouraging, friendly and happy demeanor (*attitude*), are all highly valued attributes, they should not be included directly in achievement marks because they are difficult to define and even more difficult to measure.

Although it is difficult, if not impossible, to reliably quantify these behaviours and skills, they can be observed and described. O'Connor suggests that they should be reported separately through comments on progress reports, checklists, rubrics and self-reflection in portfolios, and through informal discussions and more formal conferences.

Definitions of effort vary greatly from teacher to teacher and so are an unreliable source of data for an objective achievement mark. As well, participation is often a personality issue—some students are naturally more assertive while others are naturally quiet. This is often related to gender and/or ethnicity, and so teachers run the risk of these biases if they include effort and participation in grades. Another problem is that factoring effort into the achievement mark may send the wrong message to students. In real life, just trying hard to do a good job is virtually never enough. If people don't deliver relevant, practical results, they will not be deemed successful, regardless of how hard they try.

To a considerable extent, personal and social characteristics, including a positive attitude, do contribute to achievement, but including a mark for attitude as part of a mark for a product may blur the assessment of the product and affect the validity and meaning of the achievement mark. Also, including a mark for effort or any of these characteristics can mean a double benefit for successful students and double jeopardy for less successful students.

Framework for achievement mark

A rubric outlining criteria for overall learning can provide a useful framework for assessing the level of student achievement in health and life skills. The following rubric is adapted from O'Connor.[33] It could be used alone to generate a term achievement mark or be used in combination with a numerical marking scheme.

Sample descriptive criteria for achievement mark in health

A

- Demonstrates interesting and creative ways to show learning.
- Enjoys the challenge of and successfully completes open-ended tasks with high-quality work.
- Test scores indicate a high level of understanding of concepts and skills.
- Assignments are complete, of high quality, well-organized and show a high level of commitment.
- Almost all the learning goals are fully or consistently met and extended.

B

- Exhibits standard way to show learning.
- Enjoys open-ended tasks, but needs support in dealing with ambiguity.
- Test scores indicate a good grasp of concepts and skills.
- Assignments are generally complete, thorough and organized.
- Most of the learning goals are fully or consistently met.

C

- Needs some encouragement to show learning.
- Needs support to complete open-ended tasks.
- Test scores indicate satisfactory acquisition of skills and concepts.
- Assignments are generally complete, but quality, thoroughness and organization vary.
- More than half of the learning goals are fully or consistently met.

D

- Shows learning only with considerable encouragement.
- Needs support to begin and complete open-ended tasks.
- Test scores indicate weak acquisition of skills and concepts.
- Assignments are inconsistent in quality, thoroughness and organization.
- Only a few of the learning goals are fully or consistently met.

Breakdown of marks

A mark breakdown could help teachers determine a fair achievement mark by matching specific learner outcomes with appropriate assessment tasks. For example, weighting for a term achievement mark in health for a Grade 3 program, focusing on the first general outcome, might look like:

Term 1: *Making smart choices for a healthy life*

Unit test (one test item per outcome)	30%
Learn-at-home project (*What to do in an emergency* fridge magnet)	10%*
Role-play performance (*Ways to say "no"*)	10%*
Poster (*Be Safe*)	10%*
Log book (record of own eating and drinking for one week, comparison graphs and statements)	10%*
Advertisement (Ad encouraging children to choose a range of daily physical activities to keep healthy and have fun)	10%*
Timeline (*How I've changed*)	10%*
Top 10 list (*About my body*)	10%*
	100%

(* class-developed or teacher-made rubric for these tasks)

Know the purpose of each assessment

When choosing assessment tools and strategies to determine an achievement mark in the health and life skills program, it is important to decide what the *purpose* of each assessment is. For example, if students work in pairs on an activity identifying nutritious foods, the assessment strategy should focus on how well students identify foods rather than the quality of partner work.

Some assessment activities are diagnostic in nature and used to find out what students know and can do in order to plan instruction to best meet students' needs. These activities do not need to be used in the calculation of the achievement mark.

Formative assessment is similar to diagnostic assessment but differs in that it provides ongoing feedback to teachers about the effectiveness of instruction. Once students have adequate practice with new skills and concepts, summative assessment tasks can provide feedback about progress and achievement to both students and parents. Summative assessment provides a snapshot of student achievement at a given moment in a specific context. Some assessment tasks may do double duty as both formative and summative.

Communicating student learning

Communicating information about assessment and evaluation is an essential step in the instructional process. The purpose of assessment—gathering information so that wise decisions about further teaching and learning can be made—requires that information be communicated to others.

Effective communication informs students, parents and others what has been accomplished and what the next steps are in the learning process. The communication process involves teachers, parents and students. The greater the role students are given in this process, the richer the information that is shared and the greater the impact on further student learning.[34]

It is essential to use a variety of communication strategies to provide the whole achievement story. A percentage mark on its own does not provide enough data. Additional information needs to be shared: curriculum information, portfolio products and student exemplars of what acceptable and excellent work looks like.[34]

Communication of student learning should:

- be based on specific outcomes and identified criteria
- focus on the positive and promote student feelings of success and self-worth
- enhance the home and school partnership
- involve a variety of strategies
- reflect the school's philosophy about learning.

There are numerous ways to communicate student learning in health and life skills, including:

- telephone calls
- e-mail messages
- notes from teachers
- home response journals
- newsletters
- work samples and student portfolios
- student self-reflections
- goal setting
- open houses and demonstrations of learning
- homework assignments
- progress report marks and comments
- learning conferences.

Progress reports

Progress reports provide parents with information about their children's learning and growth in school, and are the primary source for formal communication with parents and students.

Quality progress reports should:

- reflect what students know and can do relative to provincial curriculum outcomes
- represent, through a number, letter or comment, how well the student has performed, based on the prescribed outcomes
- use clearly defined criteria when assessing effort, attitude, behaviour, participation and attendance
- communicate performance in relation to course expectations.

When developing comments, consider how to:

- identify curriculum outcomes addressed in that reporting period
- reflect student efforts and responsibilities
- identify units of study, and if required provide information about the context in which learning took place
- identify the student's achievement based on specific outcomes and criteria
- identify plans for continued learning and suggest actions that can be taken by partners in learning—students, parents and teachers.

Quality comments can be clearly understood by students and parents. Quality comments *encourage* rather than *discourage* learners. They reflect school beliefs and practice, and promote the belief that all students can learn and be successful.

Learning conferences

Learning conferences improve communication among students, parents and teachers. Conferencing provides insight into teacher evaluations, student progress and the grade level achieved. Conferencing also gives parents an opportunity to share their perspectives on their children's performances, needs, interests and concerns.

Formal conferences need to be planned and organized so there are no surprises for any of the participants. The most effective conferences actively involve students.

Students need opportunities to practise conferencing during classroom activities so they are prepared to participate and demonstrate specific learnings. Students may choose work samples from the health and life skills program, talk about a class display or demonstrate a specific skill to show their parents what and how well they are learning.

Parents must also know what is expected of them during the conferencing process and have opportunities to ask questions. Through conferencing, the parental role in the educational process becomes more clearly defined, making parents more likely to value the process as a means of finding out what their children know and can do.

Effective conferences:[35]

- include students as active participants
- use student products to demonstrate achievement and growth
- focus clearly on individual student learning and include specific strategies for improvement
- expand upon information provided in report cards
- engage all participants in discussing achievement and setting goals
- include a discussion of the successes and difficulties students are experiencing
- provide opportunities for open and relevant sharing of information among participants
- establish an atmosphere in which everyone feels welcome to participate
- provide information about curriculum
- include an action plan that is supportive of student learning
- end on a positive note.

Endnotes

22. Used with permission from Alberta Assessment Consortium, *How to Develop and Use Performance Assessments in the Classroom* (Edmonton, AB: Alberta Assessment Consortium, 2000), p. 4. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

23. Used with permission from Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 1997), p. 14. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

24. Used with permission from Alberta Assessment Consortium, *How to Develop and Use Performance Assessments in the Classroom* (Edmonton, AB: Alberta Assessment Consortium, 2000), p. 32. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

25. Ibid., p. 48.

26. Adapted with permission from Alberta Assessment Consortium, *A Framework for Communicating Student Learning* (Edmonton, AB: Alberta Assessment Consortium, 1999), p. 24. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

27. Ibid., p. 24.

28. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning*, 3rd ed. (Arlington Heights, IL: Skylight Professional Development, 1999), p. 70. Adapted with permission from Skylight Professional Development.

29. Ibid., p. 68.

30. From *Brain-based Learning with Class* (p. 64) by Colleen Politano & Joy Paquin © 2000 Portage & Main Press (1-800-667-9673). Used with permission.

31. Adapted with permission from the Maryland Assessment Consortium, "Performance Task Rubric," (Linthicum, MD: Maryland Assessment Consortium, 1994).

32. Adapted from Ken O'Connor, *The Mindful School: How to Grade for Learning* (Arlington Heights, IL: Skylight Professional Development, 1999), pp. 47, 48, 49. Adapted with permission from Skylight Professional Development.

33. Ibid., p. 151

34. Adapted with permission from Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 1997), p. 17. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

35. Adapted with permission from Alberta Assessment Consortium, *A Framework for Communicating Student Learning* (Edmonton, AB: Alberta Assessment Consortium, 1999), p. 23. Written and developed by the Alberta Assessment Consortium (AAC), Everyday Assessment Tools for Teachers, 780–447–9420.

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Illustrative Examples

This section of the guide offers learning and assessment activities for each specific outcome in grades 1–9 of the Health and Life Skills Program of Studies. These illustrative examples were developed and validated by teachers across the province. A number of content-specific outcomes—such as those dealing with nutrition, body image, human sexuality, abuse, depression, FASD and suicide—were also reviewed and validated by subject experts.

Use these examples as suggestions, not as mandated activities. Each example contains a range of activities that teachers can adapt to best meet the learning needs of their students.

These illustrative examples are just one part of a teacher's planning repertoire. Authorized resources, teacher-made material, and existing resources in the school and community are all important components of a comprehensive health and life skills program.

Organization

The examples are ordered by grade level and clustered under the three general outcomes. Each general outcome is indicated by an icon.

♥ Wellness Choices

☯ Relationship Choices

🔑 Life Learning Choices

Activities containing components of human sexuality instruction are noted with the icon and reminder below.

Please Note Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

Contents

Each illustrative sample page contains the grade level, general outcome and numbered specific outcome. Many of the specific outcomes are supported by examples. These examples do not form part of the required program, but are provided as instructional illustrations of how the outcomes might be developed and in what context the concept might be discussed and explored. Examples are listed at the end of the outcome statement and are introduced with the abbreviation "e.g."

> **W–1.8**
> *The student will* determine reasons for and apply safety rules at home and at school; e.g., demonstrate fire safety behaviours.

A content box at the top left-hand corner of the page indicates whether the illustrative example contains related Teacher Background information, Home/School/Community Connections, Student Information Sheets or Student Activity Masters.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☑ Student Information
☐ Student Activity Master

Order of instruction

Both the general outcomes and the specific outcomes are interrelated and cyclic in nature; they do not necessarily have to be taught in the order presented.

Teachers are encouraged to review the outcomes for the entire grade level and plan instruction that:
- accommodates integration with other curriculum areas
- coordinates with school and community initiatives
- best meets the developmental needs of students in their classroom.

Sample
Learning
Activities

Sample learning activities

Learning activities for each illustrative example are presented under three headings: *Get ready*, *Explore and apply* and *Extend and commit*.

Get ready

The *Get ready* section offers ideas for activating and assessing students' prior knowledge, creating a context for introducing new skills and concepts, and providing a motivational activity to spark students' interest and commitment to the new learning.

Explore and apply

The *Explore and apply* section offers sample learning activities for exploring, developing and applying new concepts.

Extend and commit

The *Extend and commit* activities are optional activities that teachers may use or adapt to build on basic concepts, offer enrichment or challenge, or meet the special needs or interests of particular groups of students. These activities also offer students opportunities to commit to using new health behaviours and attitudes in their daily lives through goal setting, discussion, journal writing and volunteer service.

Links with Physical Education Online

A number of specific outcomes in the K–9 Health and Life Skills Program of Studies link with specific outcomes in the Physical Education (K–12) Program of Studies (2000). This correlation between the two programs of study is noted by referencing related activities in the Physical Education Online site.

Literature suggestions
A number of learning activities in the Grades K–2 illustrative examples refer to specific pieces of literature. These listings do not imply departmental approval for the use of these resources. These titles have been provided as an illustration of how literature can be used to support and enhance learning. Teachers need to preview any resources and assess their appropriateness before using them with students.

Sample
Assessment
Activities

Sample assessment activities

This section contains suggestions for assessment activities. Many of these activities will work equally well as either student self-reflection tools or teacher assessment strategies. The assessment tasks are based on the specific outcome and the activities introduced in the *Explore and apply* section.

A number of outcomes are linked to online assessment tools developed by Alberta Assessment Consortium. These links are indicated by the following icon:

AAC...
Everyday assessment
tools for teachers

These online tools are not authorized resources and teachers will need to preview them to ensure they are appropriate to use with their students.

Teacher planning tools

Appendix A contains a number of blackline masters for selected teacher planning tools that are introduced in the *Plan for Instruction* chapter of this guide.

Teacher Background

Teacher background

A number of illustrative examples include background information for teachers. This section gives teachers additional information for planning instruction, preparing material and answering students' questions.

Connections

Home/School/Community connections

This section contains practical ideas for how students, parents and community agencies can support and enhance health goals related to specific outcomes in the Health and Life Skills K–9 Program of Studies.

These ideas can be used in a variety of ways. They can be published in school newsletters, displayed in school and community displays, and shared with parent and community groups. They build on the foundation of a comprehensive school health program.

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Student information masters

Selected specific outcomes have related student information masters. These are noted in the contents box, referenced within the illustrative example and contained in *Appendix B*.

Student activity masters

A number of specific outcomes are supported by student activity masters. These are noted in the contents box and referred to within the illustrative examples. The blackline masters for these activities are contained in *Appendix C*.

A number of illustrative examples use one or more of the cognitive organizers discussed in *Instructional Strategies* chapter of this guide. Blackline masters for these organizers are in *Appendix C*.

A final word

These illustrative examples are intended as starting points for teachers as they develop quality learning opportunities to best fit the needs of the students in their classroom.

Health education is growing and evolving. How teachers plan for and deliver the health and life skills program will also evolve and change. To stay current, teachers can talk with colleagues, look for professional development opportunities and use the many print and community resources available.

K Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–K.1 *The student will* describe ways, and make choices, to be physically active daily.

Sample Learning Activities

Get ready

- Discuss the difference between an **active** and a **quiet** activity. Brainstorm classroom examples of these two kinds of activities. Make a list on the board and record suggestions by making simple drawings of each activity.
- Introduce the term **physical**. For example, physical means you use your body to do it. Brainstorm examples of physical activities in the classroom.

Explore and apply

- Go around the circle so students can share their favourite physical activities. Encourage children to consider activities they do at home, at school and in the community.
- Discuss the reasons why physical activity is important, such as it helps us to:
  - feel more energetic and alert
  - feel happy and calm
  - grow strong
  - move easier
  - stand tall
  - prevent future illnesses.
- Students indicate how much physical activity they get each day by giving a "thumbs up" or a "thumbs down" to questions such as the following.
  - Who walks to school? Who comes by bus or by car?
  - Who runs around at recess? Who prefers to sit and talk?
  - Who plays outside after school? Who watches television?
  - Who plays soccer or takes dance classes?
- Draw a picture showing one way you will be physically active today.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome A, General Outcome B** or **General Outcome D** and click on **activities**.

Benefits Health

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Outcome W-K.1 (continued)

Extend and commit

- Set up a physical activity learning centre in the classroom with hula hoops, skipping ropes and simple ball activities.
- Incorporate simple physical activities into the daily classroom routine by moving to music several times throughout the day.

Sample Assessment Activities

- At circle time, invite students to tell about one physical activity they:
  - did at recess
  - will do after school
  - will do on the weekend
  - enjoy with their family.
- Draw a picture that shows two types of physical activities that students in Kindergarten can enjoy.

K Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–K.2 *The student will* identify and use positive hygiene and health care habits; e.g., hand-washing, dental care, wearing appropriate clothing for prevailing conditions.

Sample Learning Activities

Get ready

- Ask if any students wore bathing suits to school today. Discuss why or why not. Brainstorm a list of the type of clothing students did choose to wear to school today.
- Discuss why different clothes are appropriate in different weather. For example:
  - to be comfortable outside
  - to have dry, comfortable clothes when they return to class
  - to stay healthy.

Explore and apply

- Make a weather and clothing mural by dividing a long piece of paper into three columns—sun, rain and snow. Students can use magazines, flyers and catalogues to find pictures of appropriate clothing to wear in each type of weather, then tear out pictures and glue them in appropriate columns.

What kinds of clothing would you wear in each type of weather?

Sun	**Rain**	**Snow**

- Discuss the clothing choices for each type of weather.

Extend and commit

- Use a science demonstration to illustrate why people wear hats in cold weather. You need:
  - one very cold day
  - two bowls with lids
  - one toque
  - boiling water.

  Pour very hot water into two bowls. One bowl will wear a "hat" outside (this bowl will have a lid and a hat) and the other bowl will not. Put both bowls of hot water outside, one with a lid, one without. Children can predict what will happen to the water in each bowl. Check temperature in 15 minutes and bring bowls inside when lidless bowl is cold and other water is still warm. Children can test the temperature of both bowls of water with their fingers and share observations.

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Outcome W-K.2 (continued)

- Use a felt board and cut-outs of different clothing items to make choosing clothes appropriate for the weather a regular routine during calendar time. A student volunteer can choose the appropriate clothing to dress a felt figure of a child or bear.

Sample Assessment Activities

- On the way out for recess children can point to one piece of your own clothing that will protect you from the weather.

K Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–K.3 *The student will* identify general physical changes that have occurred since birth; e.g., height, size of feet, weight and body shape.

Sample **Learning** Activities

Get ready

- Display pictures of people of different ages. As a group, sort the pictures into age categories, such as babies, children, teenagers, adults. Discuss how we know the age of a person—what are the physical clues we look for?

Explore and apply

- Students can bring in baby photos of themselves to make a class display called *Look how we've changed!* Display each child's baby photo beside a recent photo and discuss how each child has physically changed since babyhood. (This needs to be a voluntary activity; some children may choose not to bring in a personal photo.)
- Invite a parent to bring a baby to visit the class. Measure and record the height and the weight of the baby. Make a paper outline of the baby's hands and feet. If possible, trace around the baby and make a paper outline of the baby's body. Discuss how the baby is differently from the typical Kindergarten child. Discuss what the baby might look like and what he or she will be able to do by the time he or she is 5 years old.
- Create a display with the paper cut-outs of the baby's hands, feet and body. Each student can compare their own hand or foot to the baby's and discuss how they compare in size and shape.

Extend and commit

- Use adding machine tape to make individual growth charts for each student in the class. Personalize with children's names and photos. Display the charts on a wall and have adult volunteers measure students at regular intervals during the school year. Record children's height and the date recorded and use the opportunity to talk about what this chart shows and why students are getting taller.

Sample **Assessment** Activities

- Draw a picture showing one way your body has changed since you were a baby.

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K Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–K.4 *The student will* identify external body parts, and describe the function of each.

Sample Learning Activities

Get ready

- Brainstorm parts of the body. Make simple drawings of each body part listed.

Explore and apply

- Use the song "Head and shoulders, knees and toes" to review and reinforce the names and locations of external body parts.
  Head and shoulders, knees and toes,
  Knees and toes
  Knees and toes
  Head and shoulders, knees and toes
  Eyes, ears, mouth and nose.
  (Students point to each part of the body as they sing its name.)
  Encourage students to make up additional verses of the song by naming other body parts, such as *elbows and fingers, neck and chest* and so on.
- Draw a picture of different body parts on single file cards. Students choose a card, name the body part and then demonstrate an action that body part can do. For example, a foot could kick a ball or go for a walk, a hand could wave and a finger could point.

Extend and commit

- Create a learning centre by making a number of external body parts out of felt. Students can put the parts together to create a person's body and name each body part as they move it around the felt board.

Sample Assessment Activities

- Design a worksheet with four boxes. Students listen for the teacher to name a body part and then draw that body part in a numbered box. On the back of the page students can draw three different things a mouth (or any other body part) can do.

1.	2.	3.	4.
shoulder	toe	arm	hair

Outcome W-K.4 (continued)

Teacher Background

Use your class newsletter or a letter home to let parents know that students will be learning and reviewing the names and functions of external body parts. Encourage families to take this opportunity to teach and/or reinforce the names of private external body parts with their children at home. Explain that using the proper names for genitals (e.g., vagina or vulva, penis, buttocks or bottom) can be a protective factor against abuse. Children who can demonstrate this knowledge are less susceptible to abuse. Using the proper names of body parts shows that the children have talked about their bodies with an adult, are more aware of boundaries and can more effectively communicate their questions or concerns.

K Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–K.5 *The student will* recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks.

Sample **Learning** Activities

Get ready

- Discuss the kinds of foods students eat for snacks and brainstorm a list of favourite snacks students bring to school. Record the snacks on the board, and if possible, add pictures.

Explore and apply

- Discuss reasons why children need snacks. For example, to feel more energetic and alert, to help your body grow. Discuss how some foods do the job of providing energy better than others. We describe foods that provide energy as **nutritious**. We try to eat nutritious snacks "most of time."
- Fruits and vegetables are examples of nutritious snacks. Check off any fruits and vegetables on the brainstormed list. Snacks made with milk and grain are often nutritious snacks. Check off any milk and grain snacks from the brainstormed list.
- There are snacks that taste good but are not nutritious—they don't do a good job of making people's bodies feel energetic and healthy. These snacks often have lots of sugar for taste but don't have good things like fruit, vegetables, milk or grains to help your body be healthy. These snacks are "once in a while" snacks. Put a line through all the "once in a while" snacks on the brainstormed list.
- Sing this song to the tune of "Twinkle, Twinkle Little Star"

  Healthy and strong I want to be,
  Fruit and vegetable are good for me.
  Apples, oranges–from the tree
  Carrots, potatoes, turnips and peas
  Healthy and strong I want to be,
  Fruit and vegetables are good for me!

Benefits Health

- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Feature a different food group each week for a month and encourage children to bring snacks from that food group for snack time. Provide parents with a calendar and ideas for easy and nutritious snacks from the featured food group. Use snack time to discuss examples of nutritious snacks and how they make our bodies feel.

Sample **Assessment** Activities

- Design a worksheet with four to six pictures of common snacks that children might bring for recess. Students can circle the nutritious (or "most of the time") snacks.

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Outcome W-K.5 (continued)

Connections

Ideas for promoting healthy snack choices

Students can:

- commit to eating healthy or "most of the time" foods when choosing snacks
- enjoy regular meals and snacks (three meals plus two or three snacks each day)
- ask their parents for help in preparing school lunches or snacks.

Parents can:

- involve children in the selection and preparation of a wide variety of nutritious snack foods
- talk to children about the agricultural origins of the foods they eat; for example, milk comes from cows; pudding comes from milk, which comes from cows; crackers are made from wheat flour made from wheat
- provide nutritious snacks at regular intervals throughout the day.

Communities can:

- implement healthy snack programs in schools
- support policies that make healthy snack foods widely available in schools, while discouraging less-nutritious food choices, such as soft drinks
- include healthy food choices at school events, such as submarine sandwiches that include low-fat meats, vegetables, cheeses and whole-grain buns.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–K.6 *The student will* recognize that some household substances may be harmful; e.g., medication, household products.

Sample Learning Activities

Get ready

- Display two glass or plastic bottles, one with sugar and one with salt. Students try to guess which is which. Discuss how difficult it is to accurately guess what things are just by looking, smelling or touching them. Children can be harmed when they touch, taste or smell substances around the house that they mistakenly believe are safe.
- Read a picture book about harmful household substances, such as *Poisons Make You Sick* by Dorothy Chlad.
- Discuss what **poisonous** means. For example: it is a product to kill bugs, weeds or other things and it can make humans and animals very sick. Many containers that hold products that could harm us are marked with a warning, such as a skull and crossbones or other symbol.

Explore and apply

- Collect pictures or containers of food products, such as crackers, cereals, milk, cookies, soup and canned fruit. Collect additional pictures or containers of products that could be poisonous if swallowed, touched or breathed. Make sure that all containers are empty and clean. Point out the hazardous symbols on the containers. Discuss why harmful substances may be stored in containers that do not have warning symbols. (For example, an adult may store left-over product in a smaller container that is unmarked or labelled for something else.)
- Discuss rules for avoiding harmful products at home. They could include guidelines such as the following.
  - Don't touch, taste or smell products around the house or garage without checking first with an adult.
  - Keep harmful substances out of the reach of younger children.
  - Get help if someone is poisoned.

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Outcome W-K.6 (continued)

- Make mats for sorting safe and not-safe products on green and red paper. Print the word **Safe** on the green mat and **Not safe** on the red mat. Discuss what kinds of items would fit onto each mat.

Safe	**Not safe**

- Working in small groups, students sort pictures and empty containers of common household products as safe or unsafe. If a product is unfamiliar or students are unsure how to sort it, the product should be considered unsafe. When all the products are sorted, students walk around the tables to examine and discuss how other groups sorted their products.

Extend and commit

- Discuss the signs that indicate someone may have been poisoned. For example, they may experience burning or stinging eyes, mouth or skin; upset stomach; vomiting; or loss of consciousness.

Sample Assessment Activities

- Name three products in your home that could be harmful if you ate, smelled or spilled them on your skin.
- Tell a partner what you would do if you found a product that might be harmful.

Teacher Background

Children and poisons

Children are at significantly greater risk from poisoning exposure and death than adults because they are smaller, have faster metabolic rates and are less able to physically handle toxic chemicals. In addition, their natural curiosity and desire to put everything in their mouths increases their risk.

Adapted with permission from National Safe Kids Campaign, "Poison: Why Kids Are at Risk," www.safekids.org/tier3_cd.cfm?content_item_id=337&folder_id=176 (November 20, 2001).

- More than 90 percent of poisonings occur at home.
- Over 80 percent of poisonings involve swallowed substances.
- More than 50 percent of poisonings are medications.
- Nearly 70 percent of people who are poisoned are children ages 1 to 5.

For more information

Learning about the safe and responsible use of household substances continues in Grade 1 learning outcome W–1.6. See *Student information master 2: Is it safe?* on page B.2 in Appendix B for graphics of the hazardous symbols.

K Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–K.7 *The student will* identify unsafe situations, and identify safety rules for protection; e.g., avoid walking alone.

Sample Learning Activities

Get ready

- Read aloud *Little Red Riding Hood*. Discuss how the story would have been different if Little Red Riding Hood had followed safety rules for protection including the following.
  - Walk with a friend.
  - Stay on the sidewalk or path.
  - Don't talk to strangers.

Explore and apply

- Brainstorm situations in the classroom that could be unsafe. Discuss ideas for turning these situations into safe situations. For example: by using tools, toys and furniture properly; by asking the teacher if you are unsure how to use something; or by walking instead of running.
- Brainstorm and discuss safety rules for a number of typical situations, such as:
  - shopping with your family
  - going to the playground with a friend
  - waiting for a parent to pick you up after a swimming lesson
  - walking to the corner store.
- Discuss the general safety rules that could apply to all of the situations. For example:
  - Always tell your parents where you are going.
  - Stay with your parents in crowded places.
  - Walk with a friend.
  - Keep your eyes open for cars and other traffic.
- Use the safety rules to role-play situations such as the following.
  - *You are playing in the park with your older cousins and follow the path through the woods to the river. Your cousins think it would be fun to try and cross the river. What do you do?*
  - *You are in a toy store with your parent. You are looking at a neat new toy. Suddenly you look around and your parent is not there. What do you do?*
  - *You are waiting outside the swimming pool for your parent to pick you up. Another parent sees you there and says, "I'll drive you home." What do you do?*
  - *You and a friend are playing in the playground and you find a loony on the ground. Your friend says, "Let's go to the store and get a treat." What do you do?*

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Outcome W-K.7 (continued)

Extend and commit

- Create a class display with the heading *I am safe because …* Students can draw pictures of safe behaviours and the teacher can write a caption describing that behaviour. For example:
  - I look both ways before I cross the street.
  - I walk in the hallways.
  - I keep my hands and feet to myself.
- Think about all the centres in your Kindergarten class. Draw a picture of yourself using the safety rules in your favourite centre.

K Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☑ Student Information
☐ Student Activity Master

W–K.8 *The student will* identify safety symbols; e.g., Block Parents, hazardous goods symbols.

Sample Learning Activities

Get ready

- Read aloud a story about the importance of reading warning labels, such as *Petunia* by Roger Duvoisin. Draw one of the animals that were injured because Petunia couldn't read the warning signs.

Explore and apply

- Introduce hazardous goods symbols by displaying a collection of clean and empty product containers and pictures. Discuss the four symbols and why some household products might have more than one symbol.
  - **Poisonous**—can cause injury, sickness or death; for example, bug killers, cleansers, gasoline.
  - **Flammable**—can catch fire if it is near flames, sparks or heat; for example, fuels, cleaning fluids.
  - **Explosive**—container will explode if heated or if a hole is punched in it; for example, hair spray, oven cleaner.
  - **Corrosive**—can hurt or burn the skin; for example, toilet bowl cleaner, oven cleaner.
- Brainstorm safety signs and symbols that students see at home, at school and in the community. Display samples of these signs on a bulletin board.
- Make *Walk, Don't Walk* signs after a discussion of which sign means it is safe to walk across the street and which sign indicates it is unsafe to cross. Trace a hand on red paper and cut out. Trace and cut out a walking figure on white paper. Glue both symbols on black paper.

Extend and commit

- Add picture books about symbols and signs, such as Tana Hoban's *I Read Symbols* and *I Read Signs*, to the class library.
- Choose nine common signs and symbols and design a Safety Sign Bingo card. Each player receives a card and as the teacher calls out the sign, players identify the sign by placing a bean or other marker on the correct picture.

Sample Assessment Activities

- Pull a sign or symbol out of a bag so individual children can identify the sign and explain what it means.

Teacher Background

For more information

See *Student information master* 2: *Is it safe?* on page B.2 in Appendix B for graphics of the hazardous symbols.

K Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–K.9 *The student will* describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground.

Sample **Learning** Activities

Get ready

- Create a display called *Play safe and have fun on the school playground.* Students can contribute drawings of safe play on the playground. Add captions describing the safe play.

Explore and apply

- Brainstorm and discuss safety rules for the playground. Consider guidelines such as the following.
  - Take turns.
  - Tell a grown-up if the equipment is broken.
  - Walk behind the swing, never in front of it.
  - One person on the swing at a time.
  - Swing sitting down.
  - Stop the swing before getting off.
  - One person on each seat of the teeter totter, and both people get off at the same time.
  - Use two hands and two feet when climbing the monkey bars.
  - Slide sitting down.
  - Wait to start until the person ahead of you has slid all the way to the bottom and gotten off the slide.
  - No throwing sand.
- Tour the playground and discuss the safe way to use each piece of equipment. Individual students can model safe play on each piece of the equipment. Give students 10 minutes to practise safe play. In the classroom, discuss and record specific examples of students following safety rules, such as:
  - *Amy walked behind the swing.*
  - *Tooker waited his turn on the slide.*
  - *Mohammed used two hands and two feet to climb the monkey bars.*
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

Extend and commit

- Videotape students on the playground. View the tape with the class and identify and discuss examples of students playing safely.
- Design and award Safety-grams to students who follow safety rules on the playground.

Sample **Assessment** Activities

- Prepare a checklist of safety rules tailored for the school playground and observe students using the playground at recess.

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K Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–K.10 *The student will* describe and demonstrate ways to be safe at home and away from home; e.g., demonstrate telephone skills, and know when to share personal information.

Sample Learning Activities

Get ready

- Read aloud a story about home safety, such as *Dinosaurs Beware* by Marc Brown.
- Using a hand set from a portable phone, discuss how the numbers are arranged in order from left to right, top to bottom. Students can chant the numbers as they take turns touching the appropriate buttons.

Explore and apply

- Discuss telephone manners and brainstorm a list of guidelines such as the following.
  - Check with an adult to see if you should answer the phone. Different families have different rules.
  - Speak clearly and slowly.
  - If the person asks to speak to another person in the house say, "Just a moment please. I will get them" and put the phone receiver down gently.
  - If the caller asks to speak to someone who cannot take the phone say, "I'm sorry, they cannot come to the phone right now. May I take your name and tell them you called?"
  - Do not give out any other information to callers you do not know. Just say, "You will have to talk to my mother or father about that."
  - Discuss people it may be okay to give information to or answer their questions.
- Work in pairs or small groups and use toy telephones to role-play telephone scenarios, such as:
  - *Your parent is taking a shower and cannot answer the phone.*
  - *Someone wants to speak with your parent and asks "When will they be home?"*
- Discuss how students can use the telephone to keep safe when they are away from home. For example, they can phone home to ask for permission to go somewhere with a friend or to tell their parent if they will be late.
- Children can memorize their own telephone numbers by singing the numbers over and over to the tune of "Twinkle, Twinkle Little Star."

Extend and commit

- Create a template so students can make a personal ID card listing their home number, their parents' work number, and the phone number of other adults who could help them if their parents were not available. Laminate these cards and encourage students to carry them in a secure place in their knapsack. Discuss how they could use the ID cards if they needed to phone home.

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Outcome W-K.10 (continued)

Sample Assessment Activities

- Working with individual students one at a time, use two toy telephones to role-play answering the phone. The adult can ask typical questions, such as:
  - *"Who is speaking, please?"*
  - *"May I speak to your mother, please?"*
  - *"When would be a good time to phone back?"*
  - *"Are you home alone?"*
  - *"Who else lives in this house?"*
  - *"Can you write this message down please?"*

Teacher Background

Involve parents

Use your class or school newsletter to let parents know that the students are learning how to use the phone so they can take this opportunity to discuss their family rules about how to answer the phone safely in their homes.

K Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

R–K.1 *The student will* demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness, excitement.

Sample Learning Activities

Get ready

- Read aloud a story about different kinds of feelings, such as *Feelings* by Aliki. Use the story to brainstorm a list of feeling words. Record the words on chart paper.

Explore and apply

- Display pictures of adults and children expressing different types of feelings, such as excitement, anger, loneliness, shyness, happiness, sadness, fear or surprise. Discuss how the people are feeling in each picture and what kinds of things might have made them feel that way. Discuss clues that tell you that the person might be feeling happy; for example, the person is smiling.
- Discuss how facial expressions and body language can tell us a lot about how someone is feeling. Call out the name of different feelings so students can use facial expressions and body language to show these feelings.
- Use the song "If You're Happy and You Know It" to demonstrate appropriate ways feelings can be expressed and identified through body language and facial expression. For example:
  If you're happy and you know it, give a smile
  If you're sad and you know it, hang your head
  If you're excited and you know it, wave your arms
  If you're proud and you know it, stand up tall.

Extend and commit

- Play a short selection of instrumental music that has a definite emotional quality. Students listen to the music and then discuss how the music makes them feel. They can use crayons and large paper to draw a picture or design that depicts these feelings. Display the pictures and discuss whether there are happy and sad colours. Students guess what specific feelings are reflected in others' drawings.

Sample Assessment Activities

- Spread out ten pictures that show people expressing a variety of feelings. Students choose two pictures, identify the feeling in the picture.

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K

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–K.2 *The student will* explore the relationship between feelings and behaviours; e.g., feelings are okay, but not all behaviours are okay.

Sample Learning Activities

Get ready

- Read a story about the relationship between feelings and behaviours, such as *I Was So Mad* by Mercer Mayer or *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. Discuss how the character in the story handled his or her feelings. How did the character's feelings affect how he or she behaved?

Explore and apply

- Brainstorm the kinds of behaviours that students may demonstrate when they are feeling frustrated or angry. Record these ideas on chart paper. Introduce the idea that feelings are okay but not all behaviours are okay. Some ways of acting could hurt others, don't show respect and don't help solve problems. Review the ideas on the chart and put an X through any behaviours that are **not** okay.
- Brainstorm a list of appropriate ways to deal with a strong feeling, such as anger. The list could include strategies such as the following.
  - Use words to tell how you feel.
  - Walk away.
  - Count to five.
  - Talk to yourself by saying "I am okay. I can handle this."
  - Ask for help.
  - Record these ideas on chart paper.
- Students each take two sticky dots and place the dots beside two of the strategies they will use at school this week.
- Create scenarios for the students to practise using the strategies for handling strong feelings. Work through each of the strategies and model what to say and what to do. For example:
  - "If we are having a problem with another person we need to say what's wrong. Use a friendly voice and polite words. Say something like 'My name is Sam, don't call me other names. I don't like it' or 'Please don't take my markers. I need them to draw pictures.' "
  - "Sometimes the best thing to do is walk away. Sometimes when we're angry we need to get away from other people and be by ourselves." Students can look around the room and name places they could go to spend time alone.
  - "When we are frustrated, we might feel like yelling or hitting but this can hurt others. Counting to five gives us time to calm down. Take a deep breath and let's try counting to five."
  - Sometimes just talking to yourself can help you feel better. Say things to help yourself feel calm and brave, such as "I can solve this problem."
  - "There are times when you need to ask for help. Use a friendly voice and polite words."

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Outcome R-K.2 (continued)

Extend and commit

- Create a class display of positive ways to handle feelings. Students can contribute drawings and sentence strips describing behaviour that can help solve problems and shows respect and caring for others.

Sample Learning Activities

- Tell a partner:
  - two things it is **not** okay to do or say when you are feeling angry or sad
  - two okay things you can do when you are feeling angry.

K Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

R–K.3 *The student will* identify situations where strong feelings could result.

Sample Learning Activities

Get ready

- Working with partners, students identify feelings they might have in different kinds of situations. After they discuss the feelings with a partner they can contribute the name of the feeling to a class list. Ideas can be organized and recorded on chart paper. Discuss a variety of situations such as the following.
  - *It's your birthday!*
  - *It's storming outside and there is lightning and thunder.*
  - *Your family is getting a new puppy.*
  - *A big dog runs up to you in the park and starts barking and growling at you.*
  - *You are at the beach on a sunny day.*
  - *You broke your favourite toy.*
  - *Your big brother pushed you.*
  - *It rained on the day you were supposed to go on a picnic.*

Explore and apply

- Discuss what a strong feeling is. For example: it is a specific feeling that can affect how you act—it may affect your voice, your facial expression, your body language and what you choose to do.
- Review the list of feelings the class identified and circle the strong feelings. Discuss how most feelings have a range—they can be small little feelings or big strong feelings. Different people feel differently about different things at different times in their lives.
- Choose three examples of feelings that tend to be strong feelings, such as excitement, surprise, fear, sadness or happiness. As a class, brainstorm sample situations that might trigger each of these emotions.

Extend and commit

- Play a game of charades in which two students act out a strong feeling and the rest of the class guesses the feeling and the situation.

Sample Learning Activities

- Display three different pictures showing situations that might evoke a strong feeling. Students identify two or three strong feelings that people in these situations might experience.
- Students choose a strong feeling from the class list and name three situations in which a person might experience that feeling.

K Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–K.4 *The student will* identify and begin to demonstrate effective listening; e.g., actively listen, respond appropriately.

Sample Learning Activities

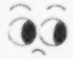
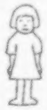
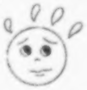
Get ready

- All students think of their favourite movie and on the count of three they tell each other about the movie. Everyone will be talking at once. Discuss how effective this situation was. For example:
  - Could you hear everyone's ideas?
  - Did other people hear your ideas?
  - Was it easy to share your ideas?

Explore and apply

- Discuss what good listening looks like. Use a simple graphic such as the following, to cue the class to use their listening skills.

Listening

1. Look. 
2. Stay still. 
3. Think. 

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- Talk through and model each step of good listening using the following kinds of strategies.
  - Show what "Look at the speaker" means. Practise this skill by having a person move around the room while talking to the class. Students follow him or her with their eyes.
  - Model "Staying Still." Practise this in a variety of positions including sitting on floor, sitting on chairs and standing.
  - Discuss the importance of thinking about what a person is saying. Brainstorm the types of questions you might ask yourself, such as "What do I need to do now?"
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

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Outcome R-K.4 (continued)

Extend and commit

- Play games like "Simon says …" or "I Spy …" to practise listening.
- Use listening games to make transitions from one activity to the next. For example:
  - "All students with red socks may get their coats."
  - "All students who have a brother may put away their placemats."
  - "All students with brown eyes may get a reading book."

Sample
Assessment
Activities

- Observe students during story time and check off demonstrated listening behaviours on a list they can bring home.

During story time

	I showed listening by:	Yes	Not yet
	• looking at speaker	☐	☐
	• staying still	☐	☐
	• thinking about what was said.	☐	☐

K Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–K.5 *The student will* identify ways of making friends; e.g., introduce self, invite others to join activities.

Sample Learning Activities

Get ready

- Read aloud stories about friends, such as *We Are Best Friends* by Aliki or *A Friend Is Someone Who Likes You* by Joan Anglund. Discuss what a friend is, how you find friends, where you find friends and how you know someone is a friend. Focus discussion on how to make friends.

Explore and apply

- Record the students' ideas about friendship on chart paper. They may include ideas such as the following.
  - A friend knows you, likes you and enjoys being with you.
  - Having friends makes people feel happier, safer and more connected to others.
  - Friends can be people, animals, toys or imaginary things.
  - Friends may be like you in some ways and different from you in others.
  - There are lots of places where children can make friends, such as school, the neighbourhood playground, Beavers or Sparks, or swimming lessons.
  - People in your family can be friends.
  - People show they are friendly in many ways, such as by sharing, caring, helping, listening and playing together.
  - People show they are unfriendly in other ways, such as by name-calling, hurting, hitting or taking things.
- Discuss strategies such as the following for joining a game or activity at recess.
  - Stand near the activity or people you want to join.
  - Watch for a good time to approach, such as before the game begins, when the person is not talking with someone else.
  - Use a friendly voice and polite words and say something like "That looks like fun!" or "Could I play?"
- Students practise role-playing these strategies with a partner.
- Discuss strategies such as the following for meeting a new friend.
  - Use positive self-talk, such as "I'm good at making new friends" or "I feel shy but I can do it."
  - Say "Hi," tell your name and smile. "Hi, I'm Kyle, What's your name?"
  - Suggest you do something together by saying something like "Do you want to play ball with me?"

  Practise role-playing these strategies with a partner.

Outcome R-K.5 (continued)

- Sing new words to an old song demonstrating ways to show friendliness.
  For example:
  If you're friendly and you know it, wave hello (Say hello and wave)
  If you're friendly and you know it, wave hello.
  If you're friendly and you know it, then how you act will show it
  If you're friendly and you know it, wave hello.

Extend and commit

- Create a "Practise friendship skills" learning centre with puppets and storybooks about friendship. Students can use puppets to role-play friendship skills, such as asking another person to join in an activity and saying friendly things to another person.
- Compile a collection of books about friendship for the class book centre, such as *Will I Have a Friend?* by Miriam Cohen, *A New Boy in Kindergarten* by J. B. Moncure, *Do You Want to Be My Friend?* by Eric Carle, *Making Friends* by F. Rogers, *Franklin's New Friend* by P. Bourgeois, *Little Polar Bear Finds a Friend* by H. de Beer and *The New Friend* by Charlotte Zolotow.

Sample
Assessment
Activities

- Role-play inviting another person to join in a recess game.

K

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–K.6 *The student will* demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play.

Sample Learning Activities

Get ready

- Read stories about characters that demonstrate positive caring attitude toward others, such as *When Adie was Scared* by L. Bailey.
- Brainstorm things that students do to help someone else feel good. Record ideas on chart paper using student names.
  - Kyle helps his classmates do up their jacket zippers.
  - Alexis picks up placemats after snack.
  - Lilly shares art materials during centres.
- Discuss the ways teachers and students help each other. Make a classroom list of caring behaviours such as the following.
  - Listen to each other.
  - Smile.
  - Help each other.
  - Take turns.
  - Compliment each other.

Explore and apply

Cooperation

- Each student draws a name from a hat and keeps the name a secret. Throughout the school day do caring things for your secret buddy. Don't tell anybody who your secret buddy is because at the end of the class, students will guess who their secret buddy was.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit

- Cut out small paper hearts. Print "You show a caring heart" on each heart. Give hearts to students displaying a caring attitude to others. Continue activity until all students have an opportunity to earn a heart.
- Make a "Caring books" basket for the classroom library. Include books that explore caring behaviours, such as *Thank you* by B. Chessen, *All-Better Bears* by H. Oram or *Taking Care of Mom* by Mayer and Mayer.

Sample Assessment Activities

- Draw a picture of how you show caring to others.

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K Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–K.7 *The student will* identify causes of conflict in school or in play, and, with adult assistance, suggest simple ways to resolve conflict.

Sample Learning Activities

Get ready

- Read aloud stories about conflict, such as *We Share Everything!* by Robert Munsch, *How to Lose all Your Friends* by N. Carlson or *The Grouchy Ladybug* by Eric Carl.
- Identify why the characters are fighting. Discuss how the characters might be feeling, what they did about the conflict and whether their actions solved the problem or made it worse.
- Brainstorm a list of the kinds of conflict students might experience in the Kindergarten classroom. Set the ground rule that there will be no names with the examples; children will refer to other students as "Someone" or "Another child." Discuss how this important rule ensures no one is made to feel uncomfortable and everybody works together to solve the problem.

Explore and apply

- Choose three or four typical Kindergarten situations and use them to discuss ways to handle potential conflicts. Encourage students to come up with two or three appropriate responses. For example:

Area	Conflict	What to do	What not to do
Sand table	You are making a road, Billy wants to build castles	Split the table into two sides, one for you and one for Billy	Tell him to go away or knock down his castle
Puppet theatre	Allana says "Only girls can play"		
Reading corner	There are too many people and all the reading pillows are taken		

- Discuss strategies such as the following students can use to handle minor conflicts.
  - Calm down.
  - Talk it out.
  - Ask for help.
- Create a space in the classroom for students to go when they need to work out problems with each other. Place two chairs facing each other and tell students that this is a place where they can come to talk to each other when they have problems to solve, such when two students disagree or are not sharing. These Talking Chairs are a safe and private place to talk about problems. This is a place to use friendly voices and polite words, ask questions and not call names. Individual students may need teacher guidance and support as they learn to work through these kinds of minor conflicts.

Adapted from Alberta Teachers' Association. *Toward a Safe and Caring Curriculum: ATA Resources for Integration: ECS.* "Building a Safe and Caring School" (Edmonton, AB: Alberta Teachers' Association, 2001) p. 34.

Outcome R-K.7 (continued)

Extend and commit

- Compile a collection of storybooks for the class library on the theme of "Working it out." Students can identify the reason for the conflicts in each of the stories and discuss how the characters resolved their problems. There are many books on this topic, such as *Cuddly Duddley* by J. Alborough, *Franklin's Bad Day* by P. Bourgeois, *The Berenstain Bears Get in a Fight* by Berenstain and Berenstain, *Let's Talk About Fighting* by J. Berry or *The Quarrelling Book* by Charlotte Zolotow.

Sample Assessment Activities

- Tell your partner two activities or centres in Kindergarten where you might have to practise your sharing.
- Role-play a scenario, such as your partner will not share the crayons at the art centre or another student knocks over your tower in the block centre. What will you do?

K Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–K.8 *The student will* demonstrate sharing behaviour; e.g., at home and in school.

Sample Learning Activities

Get ready

- Introduce a discussion of **sharing** by using the riddle "This word rhymes with bear. It's what you do when you have something and you give it to others." If students need additional clues, use Kindergarten examples, such as "There is one glue stick at the art centre and two friends want to use it. What will they have to do?"

Explore and apply

- Read aloud stories about sharing, such as *We Share Everything* by Robert Munsch. Discuss how sharing is a special skill that helps people get along with each other.
- Students think of a time they took turns and tell a neighbour.
- Students think of a time when they asked someone to play and tell the person in front of them.
- Students think of a time when they shared school supplies and tell the person behind them.
- Students get into groups of three or four to draw a funny monster. Each group has a large piece of paper and one crayon. One student will start drawing the monster. At a signal (such as a bell or a clap), that student passes the crayon to the next group member to continue drawing the monster. Everyone in the group gets a turn and the members continue to pass the crayon at each signal. Discuss what it felt like to take turns and what kind of sharing behaviour group members demonstrated.

Extend and commit

- Have students sit in a circle. Every second student has a musical instrument.
  The teacher chants each line of the following verse and the students repeat it.
  You listen to me. I'll listen to you.
  Here's a rhythm for you to do.
  (Teacher plays a rhythm and students with instruments repeat it.)
  You share with me. I'll share with you.
  Pass your instrument to someone new.
  (Students pass their instruments to other students.)

Sample Assessment Activities

- Draw a picture showing one way you share at school and one way you share at home.

K

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–K.9 *The student will* recognize that individuals are members of various and differing groups.

Sample Learning Activities

Get ready

- Display several pictures of friends and families doing a variety of activities together, such as sharing a meal, celebrating a birthday or driving in a car. Discuss each of the groupings and identify why these people are together.

Explore and apply

- Tape off lines on the floor to create a graph that students can become part of. Invite students to join different lines if they belong to a particular group. For example: everyone who plays with other children at recess join Line 1. Students who take swimming lessons move to Line 2. Students who are in aftercare programs go to Line 3. Discuss how individuals can be in many different groups.
- As a class, brainstorm additional groups that Kindergarten students could be members of. Record the ideas on a chart.
  For example:

We are members of groups

At home	At school	In community
Family	Class School Friends	Soccer team Neighbourhood

Extend and commit

- Organize a Family Reading Party and invite parents and siblings to join their Kindergarten student for an hour of stories, snacks and songs in the evening. As students assist in planning the event, discuss how different groups will be working and playing together at school for this special event.
- Brainstorm a list of groups students might want to be members of in the future. For example: the fire department, a sports team or a space mission. Draw pictures to illustrate these wishes and dreams.

Sample Assessment Activities

- List a variety of groups and activities. Students stand up when they recognize a group they belong to. For example:
  - students who take music lessons
  - students who go to the library
  - students who like dogs
  - students who go to this school
  - students who have a brother
  - students who take the bus to school.

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Outcome R-K.9 (continued)

- Divide a paper into two sections and draw pictures of two groups you are a member of.

I am a member of …	

K Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

L–K.1 *The student will* select, engage in and complete some independent learning tasks; and seek assistance, as necessary.

Sample Learning Activities

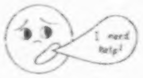
Get ready

- Read a story about learning to be independent, such as *All By Myself* by Mercer Mayer. Discuss how the characters in the story might feel when they are able to do things on their own.

Explore and apply

- Brainstorm examples of school tasks that students in the class can now do by themselves, but were unable to do on their own in September; for example, choosing centres, finding washrooms, using water fountains, coming in from recess when the bell rings, writing their own names and doing up their own jacket zippers. Record these tasks on chart paper.
- Discuss feelings you have when you learn to do something new. Feelings could include excitement, pride, confidence and happiness.
- Discuss what you might need in order to learn how to do new things. Sometimes you need help from another person. Brainstorm examples of how individual students received help from another person over the past week.
- There are many ways to ask for help. The teacher can demonstrate a few negative ways to ask for help, such as using a loud or demanding voice to say something like:
  - "Hey Binder, give me that glue. I need it now."
  - "Teacher, get over here. I need help."
  - "I can't do this. Help me." (Grabbing someone by the hand.)
- Discuss how asking for help these ways makes helpers feel. Individual student volunteers can model better ways to ask for help.
- How you ask for help is an important skill. All people need different kinds of help all the way through their lives. Create a poster like the following example showing simple steps for asking.

Asking for help

1. Try it.
2. Say "I need help." 

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Outcome L-K.1 (continued)

- Discuss each of the steps. For example:
  - It's important to try things on your own before you ask for help. You never know what you can do until you try it.
  - It's okay to ask for help if you really need it. Be polite and use a friendly voice when you ask for help. You can often ask your friends for help before you ask an adult. If your friends cannot help, then ask an adult.
- Generate a list of polite ways to ask for help, such as:
  "May I …?"
  "Is it ok …?"
  "Could I please …?"
- Working with a partner, practise using polite words and friendly voices to ask for help.

Extend and commit

- Use the tune of "Three Blind Mice" to sing a song about tasks that students can do by themselves. For example:
  Look what I can do,
  Look what I can do,
  All by myself,
  All by myself.
  I can count to ten,
  I can name my colours,
  I can write my name,
  Look what I can do,
  All by myself.

Sample Assessment Activities

- Think about your day in Kindergarten and complete the following sentences about things that you did by yourself today.
  - "Today I worked on …"
  - "Today I finished …"
  - "Today I learned how to …"
  - "Today I asked for help when I …"
- Role-play asking your partner to help you find your mittens. Think of how you will use polite words and a friendly voice.

K Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

L–K.2 *The student will* demonstrate curiosity, interest and persistence in learning activities.

Sample Learning Activities

Get ready

- Read a story about persistence, such as *Swim Polar Bear, Swim!* by Joan Stimson. Discuss what the story says about learning by asking questions about how the character learned a new skill. For example, for *Swim Polar Bear, Swim!* students could discuss the following types of questions.
  - How did the cub feel when he didn't know how to swim?
  - How did the cub learn to swim?
  - Was it hard for the cub to learn to swim?
  - How did the cub feel when he learned something new?
- Compare how the cub learned to swim with something that students recently learned to do in Kindergarten. Ways of learning might include the following.
  - Practice, practice, practice.
  - Asking for help.
  - Watching how others do it.
  - Talking to yourself, saying "I can do this."
  - Not giving up.

Explore and apply

- Brainstorm a list of skills that students are learning to do in Kindergarten. Make sentence strips for the pocket chart. Make simple drawings to illustrate each strip. For example:
  - I can paint a picture.
  - I can share with others.
  - I can choose books to read.
- Brainstorm a list of things students would like to learn more about this year. Record the ideas on chart paper and post in the classroom. Use these ideas for planning special activities and choosing books to read to the class throughout the year.
- Discuss why trying hard is important. Make a T-chart and brainstorm ideas of what trying hard looks and sounds like.

Trying hard

Looks like	Sounds like
Eyes on the job	"I can do this."

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Outcome L-K.2 (continued)

- Make a poster for the classroom outlining strategies for trying when it's hard such as the following.

Trying when it's hard

1. Stop and think.

2. Say "It's hard, but I'll try."

3. Try it.

From *Skillstreaming in Early Childhood: New Strategies and Perspectives for Teaching Prosocial Skills* (Rev. ed.) by E. McGinnis and A. P. Goldstein, 2003, Champaign, IL: Research Press. Copyright 1987 by the authors. Reprinted by permission.

- Talk through each step. Discuss how all people, even adults, can get frustrated when things are hard. Brainstorm a list of things that Kindergarten students might find hard the first few times they try to do them on their own.
- Sometimes people have to try things more than once. That is called practice. Brainstorm a list of things that students practise everyday.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

Extend and commit

- Compile a collection of storybooks that illustrate the importance of curiosity and persistence in learning, such as *Franklin Rides a Bike* by P. Bourgeois, *Just Like Dad* by Mercer Mayer, *Froggy Learns to Swim* by J. London, and *Good Job, Oliver!* by L. Molk. Include classics, such as *The Tortoise and the Hare* and *The Little Engine that Could*. Display the books in the reading centre with a sign, such as "Learning means trying hard."

Sample Assessment Activities

- Give a large rubber ball to each child in the class and without instruction, let them try bouncing and catching the balls for three to five minutes. Gather up all the balls and sit in a circle for a five minute mini-lesson and demonstration on strategies that will help them be more successful with this task, such as:
  - keep the bounces small
  - have hands ready to catch
  - keep eyes on the ball.

  Students can try bouncing and catching their ball using new strategies. After five minutes of practice, ask students to demonstrate their new skill and tell a partner how they improved their ball-handling skills.
- Students can print their name on a dated file card on the first day of school. File this sample in a portfolio. Add new samples each month. Halfway through the year students can lay out all the printing samples and talk about how their printing has improved over the year. Discuss what kinds of things they had to do to become better printers.

K

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

L–K.3 *The student will* develop an awareness of situations where decisions are made.

Sample Learning Activities

Get ready

- Read aloud stories about decision-making situations, such as *Red Is Best* by K. Stinson, *Thomas' Snowsuit* by Robert Munsch or *Aaron's Shirt* by D. Gould. Discuss what kinds of decisions or choices the characters make in each of the stories.

Explore and apply

- Brainstorm a list of choices that students make in the morning before they come to school; for example, how long to brush their teeth, what clothes to wear, what they talked about at the breakfast table. Record on chart paper. Discuss how each of these choices is a decision.
- Look for opportunities throughout the day for students to make choices and decisions. Use these opportunities to discuss advantages and disadvantages of different choices.
- Create a poem or chant about the kinds of decisions available in the Kindergarten classroom. For example:
  Which pair of shoes will I put on my feet?
  Which kind of snack do I want for a treat?
  Where will I sit during snacktime today?
  Who will I be with outside when we play?
  Should I play ball or go to the swings?
  I make decisions about many things!
  Students can illustrate cards for each line of the poem. Write the poem on sentence strips so students can read it independently during centre time.
- At the end of the day, students can sing and act out the decisions they made during the day using the tune of "Here We Go Round the Mulberry Bush." For example:
  These are decisions we made today,
  Made today, made today.
  These are decisions we made today.
  We're decision makers.

  At recess we played on the swings,
  Played on the swings, played on the swings,
  This is the decision we made at recess
  We're decision makers.

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Outcome L-K.3 (continued)

Extend and commit

- Create a graph with the packages of three kinds of snacks, such as raisins, fruit leathers and sunflower seeds. Use the packages as headers for three columns. Students write their name on a post-it note and put it in the column of the snack they would like to have. Discuss the choices available and encourage students to think about their decision. Distribute snacks and ask students how they made their decision. What kinds of things did they consider?
- Compile a collection of storybooks that deal with decision making, such as *The Little Red Hen*, *Just Go to Bed* by Mercer Mayer, *The Berenstain Bears and Too Much Junk Food* by Berenstain and Berenstain, and *Millicent Maybe* by N. Weiss. Discuss the different kinds of decisions the characters have to make and what the consequences of some of these decisions are.

Sample **Assessment** Activities

- Draw a picture of one decision you made at home and one decision you made at school this week. Write captions explaining the action in each drawing.

K Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–K.4

There is no L–K.4 outcome in Kindergarten.

Not Applicable

K Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENTS
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

L–K.5 *The student will* express preferences, and identify basic personal likes and dislikes.

Sample Learning Activities

Get ready

- Post six large cards of different colours in different areas of the classroom. On the count of three, students walk to the colour they like best and sit down beside that card. Discuss why different students might like different colours. Discuss how it is okay to have different likes and dislikes but it is not okay to think that others have to have the same likes or dislikes as you. Discuss how people liking different things makes the world a more interesting place.

Explore and apply

- Read stories about personal preferences, such as *Amy Loves Snow* by J. Hoban. Use the patterns in these stories as a model for a class book *What we like and what we don't*. When students identify something they do not like, encourage them to also identify a related thing that they do like. For example, if they name one vegetable they don't like, they should also name a vegetable they do like. Students can make drawings to illustrate the book. For example:

  In our class …
  Gino likes books about horses.
  Mack likes to play games on the computer.
  Connor likes birds.

  In our class …
  Lilly does not like mittens. She prefers gloves.
  Sherri does not like scary books. She likes funny books.
  Dylan does not like carrots but he does like celery and raisins.

- Use students' names and their likes and dislikes to make up a song to the tune of "Flies in the Buttermilk, Shoo, Fly, Shoo." For example:
  Austin likes pizza and that's okay.
  Braden likes soccer and that's okay
  or
  Rebecca doesn't like peas and that's ok.
  Colin doesn't like hockey and that's ok.
- Each student writes his or her name and draws one of his or her favourite things on a narrow strip of paper. Link their strips to make a chain. When the chain is completed, discuss how although everyone may like different things, we can still work together.

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Outcome L-K.5 (continued)

Extend and commit

- Make a felt board into a learning centre by collecting pictures of foods, games, television shows, animals, restaurants, seasons, sports, movies and books that are kindergarten favourites (and some that definitely are not). Mount the individual pictures on manilla tags and back with a piece of felt. Make three circles from construction paper, one with a smiling face, one with a frown and one with a neutral expression. Back these circles with felt. Set up the board so students can sort the pictures of their likes and dislikes. For example:

☺
I like ...

☹
I don't like ...

😐
Sometimes I like these things and sometimes I don't ...

Sample Assessment Activities

- Divide a sheet of paper in half. Students draw pictures of things they don't like on one side of the page and things they like on the opposite side of the page.

I don't like ...	But I like ...

K Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENTS
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–K.6 *The student will* demonstrate awareness of the ways in which people take care of responsibilities in the home and school.

Sample Learning Activities

Get ready

- Discuss what a **responsibility** is. For example, a responsibility is a job that needs to be done. Discuss examples of a teacher's responsibility. For example: a Kindergarten teacher makes sure students are safe and feel welcome at school. The teacher also has the responsibility to help students learn how to read, write and listen to stories.
- Discuss what students' responsibilities are in the school. Record ideas on chart paper.

Explore and apply

- Brainstorm a list of responsibilities children may have at home. Record ideas on chart paper. Discuss how there are different responsibilities in different families.
- Throughout the school day, stop at various times to discuss who is responsible for jobs, such as:
  - hanging up jackets
  - putting away placemats
  - taking care of books
  - pushing in chairs
  - bringing in the balls after recess
  - cleaning up during snack.
- Include example of jobs that students are *not* responsible for so they gain an understanding that there are a broad range of responsibilities.
  For example:
  - vacuuming the carpet
  - shovelling the snow
  - cleaning the washrooms.
- Discuss what would happen if people didn't take care of their responsibilities.

Extend and commit

- Make up riddles about responsibilities at school and challenge the students to identify the person who is being described. For example:
  - *This person keeps our school clean. We can help this person by taking our shoes off by the door. Who is it?*
  - *This person answers the telephone in the office. Who is it?*
  - *This person chooses a special story to read to the class during story time. Who is this person?*

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Outcome L-K.6 (continued)

Sample Assessment Activities

- Students draw a picture of one responsibility they have at home and one responsibility they have at school.

My responsibilities	
At home	At school

K Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–K.7 *The student will* identify ways to help.

Sample Learning Activities

Get ready

- As a class, brainstorm ways that individual adults helped students in the class over the last week. Record this list on chart paper.
- As a class, brainstorm ways that students in the class helped other people over the last week. Record this list on chart paper.

Explore and apply

- Brainstorm a list of daily jobs in the Kindergarten classroom, such as watering plants and putting away centres. Record on chart paper.
- Brainstorm additional ways to help that might be one-time jobs, such as picking up someone's mittens off the floor or wiping up spilt paint. Discuss how students can look for opportunities to be helpful.
- Use these helping ideas to create a song sung to the tune of "If You're Happy and You Know It." Add actions that show helping behaviours.

  If you're a helper and you know it,
  Pick up toys. (Pick up toys.)
  If you're a helper and you know it,
  Pick up toys. (Pick up toys.)
  If you're a helper and you know it,
  What you do will surely show it,
  If you're a helper and you know it,
  Pick up toys. (Pick up toys.)

  Use jobs from the brainstormed list to create additional verses.
- Without using words, student volunteers act out ways to help in the classroom. The rest of the class guesses what the helping jobs are.

Outcome L-K.7 (continued)

Extend and commit

- Use pictures to identify a number of classroom jobs and create a "Helper chart." Students can rotate through the jobs on a daily or weekly basis. Introduce one new job at a time and model what the student needs to do to be successful in each job. Monitor the jobs and provide students with positive feedback letting them know that their efforts are helping make the classroom a better place to be. Include such tasks as feeding the fish, watering the plants, handing out placemats, pushing in chairs, holding the door and leading the line.

Sample Assessment Activities

- Trace the shape of your hand on a coloured paper and cut it out. Then draw a picture of one way you help in the class and add your hand to a class display of "Helping hands."

K Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–K.8 *The student will* perform volunteer tasks as a class; e.g., draw pictures to show appreciation.

Sample Learning Activities

Get ready

- During circle time introduce one of the Kindergarten or school volunteers to the class. Discuss what this person does for the class and why he or she might do it. For example: a parent might organize and distribute home reading books everyday. He or she might do this because he or she:
  - has a child in the class
  - thinks reading books is fun
  - enjoys spending time with children
  - thinks it is important to share time with others.

Explore and apply

- Brainstorm other contributions that volunteers give to the Kindergarten class or the school.
- Discuss the meaning of the word **volunteer**. For example: it means doing something for others because you want to share and help make other people happier or safer.
- As a class, plan a simple service the Kindergarten students can give the rest of the school. For example: one class of students in an Edmonton school became the school's official "Happy Birthday Wishers." The birthdays of all students in the school were recorded on a class calendar and each morning as the Kindergarten students reviewed the day, date and other calendar activities, they also noted which students in the school had a birthday. Just before morning recess the teacher assistant would accompany a small group of Kindergarten students to the classroom of the birthday child where they would sing "Happy Birthday" to that student and deliver a birthday pencil. Over the year, the Kindergarten students got to know many of the teachers and older students through this activity. The students were proud of this service and their confidence and social skills grew each month. The older students enjoyed the visits from their younger buddies and tended to be friendlier to them on the playground.

Extend and commit

- As a class, compose thank-you letters to parents who participate in field trips, to classroom visitors or to other staff in the school who perform services for Kindergarten students.

Sample Assessment Activities

- Complete the following sentences:
  - "My class gives to the school by …"
  - "We do this because …"
  - "Volunteering is …"

GRADE
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Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–1.1 *The student will* describe the health benefits of physical activity.

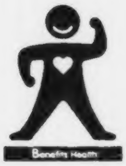
Sample Learning Activities

Get ready

- As a class, make a list of sports that students enjoy.
- Add other types of physical activities to the list.

Explore and apply

- Brainstorm how physical activity can affect health. For example, if you are physically active you may:
  - get sick less often
  - have more energy
  - be stronger
  - be a better learner
  - feel calmer and happier
  - be able to stay awake longer
  - be a better athlete
  - be able to play harder
  - have brighter eyes, look better.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.



Extend and commit

- Draw a picture of three physical activities you will do over the next two weeks.

Sample Assessment Activities

- Finish these statements with words or pictures:
  - "Physical activity is good for me because …"
  - "To get more active I will …"
- Draw a picture that shows three health benefits of physical activity.

Teacher Background

Physical activity

Encourage students to broaden their definition of physical activity and identify the many opportunities they have to be physically active throughout the day. Discuss ways to make physical activity a regular part of their lives and emphasize that activities should:

- be fun
- include variety.

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GRADE
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Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☐ Home/School/ Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–1.2 *The student will* demonstrate positive hygiene and health care habits; e.g., habits to reduce germ transmission, habits for dental hygiene.

Sample Learning Activities

Get ready

- Brainstorm health-care habits that help you feel clean and healthy. Post this list.
- As a class, compile a Top ten list of reasons to have good health-care habits. For example, you feel good, look good, are sick less often, have more energy to play with friends, are a better learner.
- Do a K–W–L chart on what students know about germs. View a video on germs and add information to the chart.

Explore and apply

- In pairs, role-play good health-care and hygiene habits from the class list.
- Make a list of the ways germs are spread from person to person. For example, they are spread through the air, through sneezing, through hand-to-hand contact, by sharing drinking or eating dishes.
- For each way germs are spread, discuss at least one way people can help stop or limit the spread, such as using tissues when sneezing and coughing, washing hands, not sharing personal items.
- Review *Student information master 1: Wash your hands* on page B.1 in Appendix B. Draw pictures to illustrate the information.

Extend and commit

- Use words and pictures to design a page on a specific health-care or hygiene habit for a class book on *How to be healthy*.
- Design a mini-poster showing one way to stop the spread of germs. Display these posters around the school.

Sample Assessment Activities

- Working in pairs, prepare a 30-second public service ad for:
  - how to brush your teeth, or
  - how to wash your hands.

  Videotape performances and play them back for discussion.
- Draw a picture of the single best way to stop the spread of germs. (Answer: Washing hands regularly and thoroughly.)

Outcome W-1.2 (continued)

Teacher Background

Kinds of microbes

The word **germ** is a nonscientific term for microbes.

Four kinds of microbes cause most communicable diseases.

- One-celled organisms called **bacteria** live almost everywhere on Earth. Most of them are harmless. However, bacteria do cause strep throat, tuberculosis and many other communicable diseases.
- Microscopic particles called **viruses** can reproduce only inside living cells. Viruses cause diseases, such as colds, flus, measles and polio.
- A group of living organisms called **fungi** include yeast, mushrooms and molds. Fungi cannot make their own food; they feed off other organisms. Disease-producing fungi can cause infections of the scalp and feet.
- There are other one-celled organisms called **protists**. Protists are much larger than bacteria. Malaria and sleeping sickness are caused by protists.

Microbes spread:

- by direct contact, such as cold and flu germs passing directly from one person's hand to another person
- by indirect contact—some germs live outside the body and are found on items such as dishes, spoons or toothbrushes
- through the air—sneezes travel through the air at 150 km/hr and a single droplet contains 10 000 to 100 000 microbes; if you breathe in these invisible droplets, bacteria or viruses can invade your body
- by contact with animals if you are bitten or come in contact with animal droppings
- through other kinds of contact, including food and water.

From Susan C. Giarratano-Russell and Donna Lloyd-Kolkin, *Health* (New York, NY: McGraw-Hill School Division, 1999), pp. 179, 180. Reproduced with permission of The McGraw-Hill Companies.

GRADE
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Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–1.3 *The student will* identify the specific physical changes that occur during early childhood; e.g., dental changes.

Sample Learning Activities

Get ready

- Invite students to bring in baby photos of themselves. Display on the board and label each photo with a number. Guess the identity of each baby and discuss how that person has physically changed. (This should be a voluntary activity and it's not necessary that all students participate. Some students may not have baby photos or may not wish to share them.)

Explore and apply

- As a class, complete a Venn diagram illustrating the ways children are physically the same as when they were babies and the ways they are different. Consider height, weight, hair, teeth and things you can do now, such as walking and talking.
- Discuss the advantages of these physical changes. Are there disadvantages?

Extend and commit

- Work with a partner and develop a Top ten list of the ways you've changed since you were a baby.

Sample Assessment Activities

- Draw a picture of yourself and show three ways you've changed since you were a baby. Label these changes on your drawing.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

W–1.4 *The student will* identify physical characteristics that make themselves both similar to and different from others.

Sample Learning Activities

Get ready

- Discuss and define the concept of **physical characteristics**. Use examples to illustrate the concept.
- Brainstorm physical characteristics that are similar for all students in the class; for example, two eyes, two hands.
- List physical characteristics that are different; for example, eye colour, hand size.

Explore and apply

- Design a simple survey to gather information about the physical characteristics of class members. Use pictures, symbols, numbers and checkmarks to record your information.
- Collect data and display on graphs.

Extend and commit

- Discuss the benefits of people being physically similar to one another. For example, you could share clothing, and desks would fit everyone.
- Discuss the benefits of people being physically different from one another.

Sample Assessment Activities

- Make a drawing showing two ways you are physically similar to a friend and two ways you are physically different.

I'm similar to ______________	I'm different from ______________

GRADE 1

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☑ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

W–1.5 *The student will* recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast.

Sample Learning Activities

Get ready

- Discuss the concept of variety and why it is important to choose different kinds of food. For example, variety allows you to get all the nutrients you need to stay healthy.
- As a class, brainstorm a list of favourite foods that might be eaten for breakfast. Sort food into "healthy" (or "most-of-the-time") and "not-so-healthy" (or "sometimes") categories.
- Discuss the advantages of eating more food from the healthy category. For example, your energy lasts longer, you get sick less often, you feel better, you learn better.

Explore and apply

- Make a class Top ten list of reasons to start off the day with a healthy breakfast.
- Discuss how our bodies feel if we skip breakfast. For example, we may get a headache, be tired, be shaky or weak, be unable to concentrate, be grumpy.
- Working with a partner, draw a healthy breakfast that you would like to eat. Display pictures on the bulletin board and discuss choices.
- As a class, discuss the ways water and other fluids help keep our bodies healthy. For example, fluids keep your body from becoming too hot and help get rid of wastes.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Benefits Health

Extend and commit

- Design a page of healthy breakfast food to feature in the next class newsletter. Include ideas from the class's Top ten reasons to start off the day with a healthy breakfast.
- Develop a plan to encourage all students in class to drink water throughout the school day.
- Design paper badges to be awarded when children show a willingness to try unfamiliar foods. The badges can read "I tried it!"
  Activity adapted with permission from *Nutrition P.I.: Primary Ideas for Active Learning*, Revised Edition (Mississauga, ON: Dairy Farmers of Ontario, 1999), p. 4.
- Organize a breakfast potluck. Each student can explain why he or she chose to bring a certain dish. Discuss potential food allergies and how this could affect what food people choose to try.

Sample Assessment Activities

- Draw and label five healthy or "most-of-the-time" foods for breakfast.
- Design a mini-poster showing why it's important to drink water every day.

Teacher Background

Importance of a balanced diet

A balanced, healthy diet is essential for good health. This is particularly true for children because they are growing and developing.

Variety plays an important role in choosing a healthy, balanced diet. Variety means eating many different kinds of foods, prepared in different ways, on a regular basis. Choosing a variety of foods, rather than eating the same kinds of foods day in and day out, promotes an adequate intake of essential nutrients and keeps diets exciting.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Outcome W-1.5 (continued)

Importance of breakfast

Eating breakfast helps both children and adults meet their nutrient requirements and improve intellectual function. Research shows that children who eat breakfast perform better at school and are less likely to suffer from problems, such as inattentiveness and absenteeism. In addition, breakfast eaters tend to maintain a healthy weight and have lower blood cholesterol levels.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Importance of fluid

Every cell in your body depends on water to work properly. Your organ systems need water and other fluids to do their jobs. Water is the main ingredient of digestive juices, blood and perspiration. More than half your body weight is water. Water makes up over 70 percent of your brain.

Your body uses more than two litres of water every day. You can replace some of this water with the water in the food you eat. The rest should come from the liquids you drink.

Research indicates that dehydration can affect learning. By the time we are thirsty, we are already dehydrated. With thirst, the percentage of water in the blood goes down while the salt concentration in the blood goes up, causing rises in blood pressure and stress levels. If we become dehydrated, the chemical balance in our brains is negatively altered.

A number of schools are now encouraging students to keep water bottles at their desks. It's important that the water bottles be emptied each evening and brought home for a thorough cleaning with hot soapy water.

Adapted from Susan C. Giarratano-Russell and Donna Lloyd-Kolkin, *Health* (New York, NY: McGraw-Hill School Division, 1999), p. 117. Reproduced with permission of The McGraw-Hill Companies. Also from *Brain-based Learning with Class* (p. 29) by Colleen Politano & Joy Paquin © 2000 Portage & Main Press (formerly Peguis Publishers) (1-800-667-9673). Used with permission.

Connections

Ideas for promoting healthy food choices and adequate daily fluid intake

Students can:
- eat a healthy breakfast every day
- drink fluids throughout the day, every day
- keep water bottles at their desks or in their backpacks
- demonstrate a willingness to try unfamiliar foods.

Parents can:
- model eating a healthy breakfast and drinking adequate fluids during the day
- provide opportunities for children to become involved in planning and preparing nutritious breakfasts for the family
- cue children to consume water throughout the day, and particularly before, during and after periods of physical activity
- provide children with water bottles for use throughout the day
- offer children a wide variety of foods for meals and snacks, including breakfast
- encourage the family to try foods that are unfamiliar.

Outcome W-1.5 (continued)

Communities can:
- provide opportunities for children to explore unfamiliar foods through recreational and cultural activities that involve food demonstrations by local cultural groups, associations or societies, and others.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

GRADE
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Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENTS:
- ☑ Teacher Background
- ☐ Home/School/ Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–1.6 *The student will* determine safe and responsible use of various household/garage substances.

Sample **Learning** Activities

Get ready

- Use an Idea builder to discuss and define the term **hazardous**. See the example on page 87 of this guide.
- Display a variety of empty and cleaned household product containers so students can see the hazardous label on each.

Explore and apply

- As a class, create a list of situations in which hazardous materials are used at home. For example, cleaning the stove, getting rid of ants in the spring.
- Discuss how hazardous products can affect your health if you:
  - breath the fumes
  - spill toxic liquid on your skin or in your eyes
  - eat or drink a poisonous substance.
- Discuss basic safety rules for household substances including the following.
  1. Ask a grown-up before eating or drinking anything.
  2. Don't play with household substances.
  3. Tell a grown-up if you find poison.
  4. Call 911 if you think someone has been poisoned.
- Review the shapes and symbols in *Student information master 2: Is it safe?* on page B.2 in Appendix B.

Extend and commit

- Create your own ID labels for hazardous products in your home.
- Invite the school custodian to visit your class and talk about how and when hazardous materials are used in school, and how school staff ensures these materials are used and stored safely.
- Interview your parent about hazardous substances in your home. Record your information on a chart and report back to class.

Examples of hazardous materials	How they should be used	What we do to make sure they are safely stored
1.		
2.		
3.		

Sample **Assessment** Activities

- Discuss:
  - "What should you do if you find a poison?"
  - "What should you do if you think another child has eaten or taken a drink of a hazardous product?"

Teacher Background

Children and poisons

Children are at significantly greater risk from poisoning exposure and death than adults because they are smaller, have faster metabolic rates and are less able to physically handle toxic chemicals. In addition, their natural curiosity and desire to put everything in their mouths increases their risk.

Adapted with permission from National Safe Kids Campaign, "Poison: Why Kids Are at Risk," www.safekids.org/tier3_cd.cfm?content_item_id=337&folder_id=176 (November 20, 2001).

GRADE
1

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–1.7 *The student will* describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you.

Sample Learning Activities

Get ready

- As a class, complete a T-chart for what a safe situation looks and feels like.
- Complete a T-chart for what an unsafe situation looks and feels like.
- Discuss and compare the differences. Find examples of each.

Explore and apply

- Describe an unsafe situation, like the following, to the class:
  - *Willy and Lee are playing in the park after school and see two teenagers smashing glass bottles on the park bench.*
  - *Lou and Boyuan are walking home from school and find a package of matches and two fire crackers.*
  - *Nolan and Jo see two children from their class teasing a big dog on the school field.*
- Working with a partner, draw a picture of three different things you could do in each of the sample situations.
- Share ideas with other students and compile a class list of strategies. For example:
  - Say no.
  - Yell for help.
  - Get another person's attention.
  - Move toward a safe place.
  - Stay calm.
  - Tell the person this is not okay.
  - Tell a trusted adult.

Extend and commit

- Choose one action from the class list and design a mini-poster.

Sample Assessment Activities

- Divide a page into three and draw a picture of three different actions you can take in an unsafe situation.

In an unsafe situation, I can:		

GRADE

1

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

☑ Teacher Background

☐ Home/School/ Community Connections

☑ Student Information

☐ Student Activity Master

W–1.8 *The student will* determine reasons for and apply safety rules at home and at school; e.g., demonstrate fire safety behaviours.

Sample Learning Activities

Get ready

- Brainstorm safety rules for the home. Post the chart and discuss.
- Each person in the class can use three sticky dots to mark the three rules they think are the most important for their family. Discuss.

Explore and apply

- Take a poll of what students believe causes the most burn injuries in the home and then reveal the answer. (Answer: Hot tap water.)
- Discuss the best treatment for burns and scalds. (Answer: Cool the burn with cool water for 10–15 minutes.)
- Imitate the sound of a smoke detector or smoke alarm you have heard. Compare sounds with your classmates.
- Discuss what to do when you hear that sound or see a flash alarm. (Get out quickly and report the fire.)
- Draw pictures of at least five sources of heat at home.
- Discuss what you can do to keep safe around heat and hot liquids.
- Review the information in *Student information master 3: Fire safety* on pages B.3–B.4 in Appendix B.

Extend and commit

- Complete a fire escape plan with your family. Show two ways to get out of each room. Draw a meeting place outside the home.
- Ask a parent to help you test a smoke alarm in your home.
- Find out how people who are deaf are alerted by smoke detectors or alarms. (Answer: There are a number of effective modifications, including flashing light systems.)

Sample Assessment Activities

- On the count of three, pretend your shirt is on fire. As you do the three steps to put out the fire, say the key words aloud. (Stop. Drop. Roll.)
- Draw a picture that shows you acting safely around three sources of heat in your home.
- Make a map showing two ways you could get outside from your bedroom.

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Outcome W-1.8 (continued)

Teacher Background

Fire and burn prevention

In Canada, more than 400 people die and more than 2500 people are injured in fire-related accidents every year. Young children are especially vulnerable to burn-related injury and death. They do not perceive danger, have less control of their environment, and have a limited ability to react promptly and properly to a burn situation. Children's skin is thinner than that of adults, and burns at lower temperatures and more deeply.

For example, a child exposed to hot tap water at 60ºC for three seconds will sustain a third-degree burn—an injury requiring hospitalization and skin grafts. Scald burns caused by tap water most often occur in the bathroom and are associated with more deaths and injuries to young children than those caused by other hot liquids. Burns resulting from exposure to tap water tend to be more severe and cover a larger portion of the body.

Adapted with permission from National Safe Kids Campaign, "Injury Facts: Burn Injury," www.safekids.org/tier3_cd.cfm?folder_id=540&content_item_id=1011 (February 11, 2002).

Children and fire are a deadly combination, but many parents, teachers and other adults underestimate this problem. Some children engage in fire play out of curiosity, without realizing the danger. Some use fire play as a bid for attention. Children in crisis may set fires intentionally as a way of acting out their anger or frustration. Children playing with fire can result in dangerous levels of injuries, property loss and even death. In fact, in 1995 more than half the people arrested for arson were children under the age of 18.

GRADE 1

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–1.9 *The student will* describe and apply appropriate street safety behaviours in the community; e.g., as a pedestrian, passenger, cyclist.

Focus: Pedestrian safety

Sample Learning Activities

Get ready
- Brainstorm situations in the community in which you need to use street-safety behaviours; for example, riding your bike, crossing the street.

Explore and apply
- As a class, make a list of all of the things you have to look for when crossing the street.
- Next, make a list of all the safety behaviours you need to use when crossing the street.
- Review *Student information master 4: Think and walk safely* on page B.5 in Appendix B.
- Use this information to add new ideas and information to your list.
- Draw a picture for one of the points on your safety list.
- Put all the pictures together to make a classroom display on crossing the street safely.

Extend and commit
- Design a cartoon strip showing the safe way to cross a street.
- Working in pairs, prepare a 30-second public-service ad for one of the following:
  - school bus safety
  - crossing the street
  - passenger safety.

  Videotape the performances and play them back for discussion.

Sample Assessment Activities

- Draw three things that indicate it's safe to cross the street. (For example, seeing the walk light, using the crosswalk, seeing no cars, crossing at the corner, being with an adult.)
- Draw three situations in the community in which you have to use your safety sense. Show what you need to do to keep safe in each of these situations. Draw arrows to the parts of the picture that show your safety behaviour.

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GRADE 1

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–1.10 *The student will* recognize community helpers, and identify how to seek their help; e.g., appropriate use of 911.

Sample **Learning** Activities

Get ready

- Discuss the question, "What can you do when you're in trouble or have a problem?"
- Do a think–pair–share about all the people you can rely on for help. These people are your support network.
- Use an Idea builder to show your understanding of the concept **emergency**.
- Discuss "What is an emergency situation?"

Explore and apply

- Create a paper doll chain and label each doll to represent one person in your support network.
- Brainstorm appropriate situations in which you should call 911.
- Brainstorm situations when calling 911 is not appropriate.
- As a class, review the steps for calling 911.
    1. Dial 911. (It's always free to call—even from a phone booth.)
    2. Stay calm and answer all the questions as clearly as you can.
    3. Follow the operator's instructions.
    4. Only hang up if the operator tells you to.
- Using disconnected or toy phones, role-play calling 911 to report emergency situations.

Extend and commit

- Create a fridge magnet of names and phone numbers of the people in your support network.
- If you have a telephone in your classroom, contact the local 911 dispatcher and arrange to call at a specified time to talk to the operator on the speaker phone so he or she can answer students' questions about 911.

Sample **Assessment** Activities

- Draw a picture showing three people you can count on to help you when you have a problem.
- Using a set of cards showing different types of problems, sort cards into emergency and nonemergency situations.
- Use words and pictures to make a cue card showing the steps for calling 911.

GRADE
1

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–1.1 *The student will* recognize and demonstrate various ways to express feelings; e.g., verbal and nonverbal.

Sample Learning Activities

Get ready

- Brainstorm a list of common feelings. Record on chart paper and post in classroom.
- Add word balloons with words you might say when you are expressing one of these feelings.

Explore and apply

- Draw pictures to show what you do when you're excited, proud, sad, hopeful, scared, happy or angry.
- Share your drawings with a partner. Put a star on drawings where you responded differently.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit

- Contribute a page to a class book on *How we express feelings.*

Sample Assessment Activities

- Draw a picture showing three ways you expressed different feelings this week. Write what you said in the word balloons. Write one line under each picture to explain what you did.

How I showed–

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

GRADE 1

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–1.2 *The student will* identify physiological responses to feelings; e.g., being sad can make you tired.

Sample **Learning** Activities

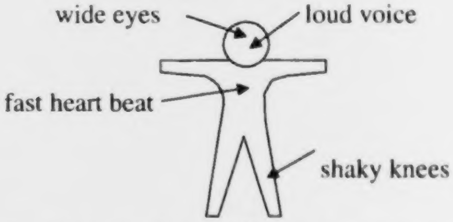
Get ready

- Your body tells you things all day long. Think about how your body says:
  - "I am sleepy." (by yawning)
  - "This is funny." (by laughing)
  - "I am hungry." (with tummy growling)
  - "I'm cold." (by shivering or getting goose bumps)
  - "I am happy." (by smiling)
- Think of other common messages your body sends. Try acting them out and having a friend guess the message.

Explore and apply

- Feelings can affect your body. Knowing these clues can help you recognize and manage your feelings better.
- Draw an outline of a body. Choose an important feeling and discuss how this feeling can affect your body. Label the effects on the body.

When I feel scared



- Discuss how different people may have different responses to feelings. For example, some people cry when they are excited and some people laugh. Your own body may also respond differently to the same feeling at different times of your life.

Extend and commit

- Think about how your body works with you to be a good learner. Think about all your body does to:
  - show listening (eye contact, head nodding, hands and feet still)
  - help you be a neat writer (sit up straight, feet flat on floor, eyes on paper, fingers loosely grip pencil)
  - say "thank you" to another person (smile, eye contact, clear voice, stand or sit straight).

Sample **Assessment** Activities

- Use words and pictures to finish these statements:
  - "My body tells me I'm happy by …"
  - "My body tells me I'm sad by …"
  - "My body tells me I'm scared by …"
  - "My body tells me I'm annoyed by …"
  - "My body tells me I'm interested by …"

GRADE
1

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R-1.3 *The student will* identify positive and negative feelings associated with stress/change.

Sample Learning Activities

Get ready

- Brainstorm a list of exciting events or times over the last month when you had strong feelings.

Explore and apply

- Choose one of the events from your list and think about all the feelings you might experience during an event such as this.
- **Stress** is the way your body and feelings react to a pressure or change. Stress can result from a positive situation, such as performing in a concert, or a negative situation, such as having your best friend move away.
  Use a chart to make a list of common stresses a Grade 1 student might experience. Decide if the stress is positive or negative. If you can't decide or if it could fit into both categories, put it in the *Interesting* column.

Positive	Negative	Interesting

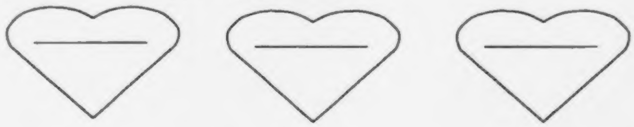
Extend and commit

- Identify examples of when a little stress might be a positive thing. For example, if you were running a race, you might be able to run faster if you were feeling alert and the blood flow to muscles was increased.

Sample Assessment Activities

- Imagine that you have just moved to a new school and this is your first day in class. You don't know anyone and you are afraid you'll get lost in the school. Name some feelings you might have. Include at least one positive feeling.

In this new situation I might feel …



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GRADE 1

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–1.4

The student will compare and contrast positive and negative nonverbal communication and associated feelings; e.g., positive and negative touches.

Sample Learning Activities

Get ready

- Discuss the question, "What are some things we do to show people that we like them or love them?" Categorize responses by grouping together all the responses about touching.

Explore and apply

- Discuss how you feel when you hug or kiss someone you love, or when someone you love hugs or kisses you.
- Identify kinds of touches that are positive.
- Brainstorm touches that are negative, such as pushing, hitting or punching. Discuss what negative touching looks like and how it can make a person feel.

Extend and commit

- Design a chart and record the number of times you see or experience positive touching during a two-day period.

Sample Assessment Activities

- Draw a cartoon about positive touching. Use word balloons to show what each person is saying and thought balloons to show what each person is thinking.
- Draw a cartoon about negative touching. Use word balloons to show what each person is saying and thought balloons to show what each person is thinking.

GRADE 1

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–1.5 *The student will* identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening.

Sample Learning Activities

Get ready

- As a class, read a story about friendship, such as *The Very Best of Friends* by Margaret Wild or *The Yesterday Stone* by Peter Eyvindson. Discuss.

Explore and apply

- Use a story about friendship as the starting point for generating a list of characteristics of a friend.
- As a class, complete a T-chart of what a good friend looks and sounds like.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit

- Draw pictures showing three ways to demonstrate friendship to others. Put a star beside the drawing of one thing you want to do more of.

Sample Assessment Activities

- Make a drawing of three characteristics of a good friend.

A good friend is …

________	________	________

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GRADE

1 Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☑ Student Information
- ☐ Student Activity Master

R–1.6 *The student will* examine how personal behaviour and attitudes can influence the feelings and actions of others; e.g., inviting others to join.

Sample Learning Activities

Get ready

- Think of a time over the past week when another person said or did something that influenced you to feel good.
- Think of a time over the past week when another person said or did something that made you feel hurt or angry.

Explore and apply

- Use a story, such as Mem Fox's *Wilfred Gordon McDonald Partridge*, to explore and discuss how one person's behaviour can affect the feelings and actions of others.
- Make a class list of 10 ways to help other students feel welcome in the classroom.
- With a partner, role-play at least three strategies from your list, such as:
  - *inviting someone to join you for a recess game*
  - *offering to share something, such as your coloured markers*
  - *asking another person questions to show you are interested in his or her ideas.*
- Review *Student information master 5: Twenty ways you can be a friend to others* on page B.6 in Appendix B. Draw a picture of one of the strategies and create a display for the classroom.

Extend and commit

- Design a greeting card that could have a positive influence on the feelings and actions of another person. Consider how messages and drawings communicate to others.

Sample Assessment Activities

- Use drawings and key words to complete a chart showing how you can influence the feelings and actions of others.

Three ways I can help others have a good time at recess are:		
____________ ____________	____________ ____________	____________ ____________

GRADE 1

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☑ Student Information
- ☐ Student Activity Master

R–1.7 *The student will* demonstrate simple ways to resolve conflict, with limited adult assistance; e.g., agree to try to solve the problem.

Sample Learning Activities

Get ready

- Use an Idea builder to explore and define the concept of **conflict**.
- As a class, brainstorm a list of conflicts Grade 1 students may have:
  - on the playground
  - in the classroom
  - at home.

Explore and apply

- Read and discuss *Student information master 6: Work it out!* on page B.7 in Appendix B.
- Discuss strategies for calming down, such as breathing slowly, counting to 10 or using self-talk.
- Draw a picture showing your favourite strategy for calming down.
- Present a case study showing two sides of a situation that could result in a conflict. For example:

  Sunita — *I brought my birthday money to school so I could buy popcorn for two of my friends. I got really mad when I heard Carlos telling everybody I stole my popcorn money out of his lunch bag. That's not true!*

  Carlos — *I left my lunch money inside my lunch bag on the table by my desk. When I went to get it, the money was gone. My friend saw Sunita by the table. Then she had all that money to buy popcorn. I bet she took my money. I want it back.*
- Discuss "What might happen if Sunita and Carlos do **not** talk about this problem?"
- Review what good listening looks like, including:
  - showing you're interested
  - paying attention
  - not interrupting.
- In pairs, role-play Sunita and Carlos explaining to each other why they are upset. Practise good listening while the other person is talking.
- By telling another person how you feel, you can sometimes avoid a conflict. Use these three sentence starters to help you.

I feel …
When you …
I want … (tell what would make things better for you)

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Outcome R-1.7 (continued)

- Use role-playing situations, such as the following, to practise telling another person how you feel.
  - *Your friend Tyner asks you to wait for him by the outside door at recess. You wait for almost the whole recess and he doesn't show up. When you see him next recess, what will you tell him?*
  - *During library time, another student picks up your book from the table and walks to the checkout desk. What will you say?*

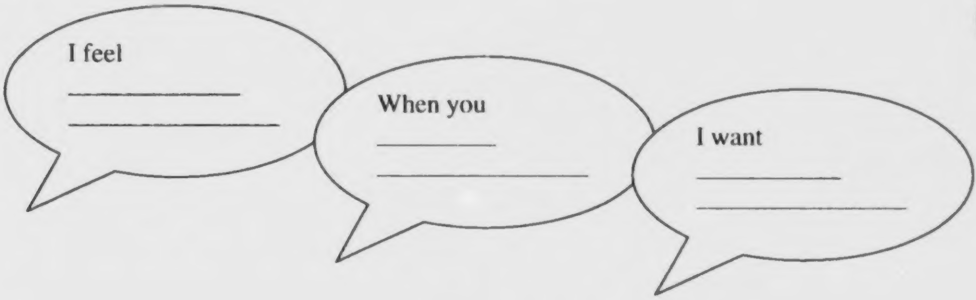
Extend and commit

- Design mini-posters encouraging students in your school to:
  - stay calm
  - use words to solve problems
  - walk away.

  Display the posters in hallways.

Sample Assessment Activities

- Write or draw a strategy you can use to help yourself calm down.
- Complete the word balloons to show what you could say if another student took your crayons without asking.



GRADE
1

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☑ Student Activity Master

R–1.8 *The student will* work cooperatively with a partner; e.g., take turns, respect space and property of others.

Sample Learning Activities

Get ready

- Use an Idea builder to explore the concept of **cooperation**.
- Do a think–pair–share on the advantages of working cooperatively.
- Use these ideas to create a Top ten list of reasons to work cooperatively with others.
- Brainstorm a list of all the times this week you did something cooperatively with another person.

Explore and apply

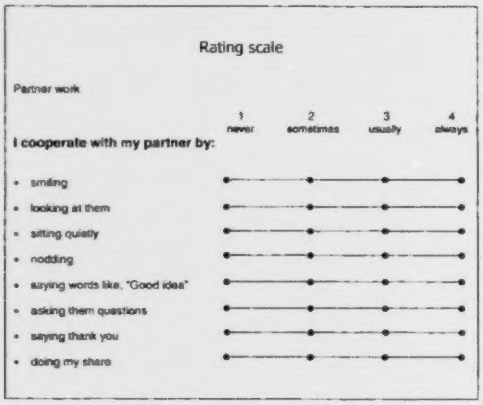
- Use a triple T-chart to record what working cooperatively looks, sounds and feels like.
- With a partner, paint a picture by sharing one brush and one piece of paper. Work together to decide who will paint first, what colours you will use and what will be in the painting.
- After the paintings are completed, discuss what you had to do to work cooperatively.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit

- Use words and pictures to make a card for your desk reminding you to work cooperatively with your partner. Show at least three important things you will do, such as taking turns, smiling and saying thank you.

Sample Assessment Activities

- Listen to your teacher read each statement and circle the number that best describes your partner work for the day. See *Student activity master 20: Rating scale: Partner work* on page C.21 in Appendix C.



Rating scale

Partner work

I cooperate with my partner by:	1 never	2 sometimes	3 usually	4 always
smiling	●	●	●	●
looking at them	●	●	●	●
sitting quietly	●	●	●	●
nodding	●	●	●	●
saying words like, "Good idea"	●	●	●	●
asking them questions	●	●	●	●
saying thank you	●	●	●	●
doing my share	●	●	●	●

GRADE
1

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–1.9 *The student will* recognize and accept individual differences within groups; e.g., one's own family.

Sample Learning Activities

Get ready

- As a class, brainstorm a list of ways that all students in the class are similar. For example, all students are in Grade 1, can read, and like pizza.
- Brainstorm a list of ways that students may be different from each other, such as pets they have or books they like.

Explore and apply

- Identify two or three general categories of things in our lives, such as food, sports or types of books. In pairs, share likes and dislikes in each category.

Extend and commit

- Design a list of survey questions to collect information on how students in your class are alike and how they are different. Collect data and display on a graph.
- Discuss what would happen in school or in families if all people were exactly alike.

Sample Assessment Activities

- On a chart, draw two ways you are similar to one person in your family and two ways you are different from that person.

How I'm similar to ______________	How I'm different from ______________

GRADE
1

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☑ Student Activity Master

L–1.1 *The student will* demonstrate independence in completing tasks and activities, when appropriate.

Sample Learning Activities

Get ready

- As a class, discuss what it means to do something independently and why that is an important skill.

Explore and apply

- As a class, brainstorm a list of at least 25 things Grade 1 students can do independently. Establish categories to help generate ideas. For example:

At school	**At home**
– write a story	– get dressed
– add two numbers together	– make a snack

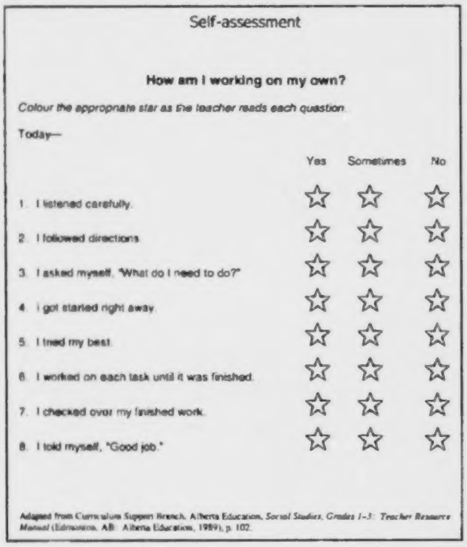
- Draw a picture of three things you can do on your own.
- As a class, brainstorm a list of at least 25 things Grade 1 students should **not** do on their own.
- Discuss why it is appropriate to have adult assistance for some tasks.

Extend and commit

- Think about five things you can't do on your own right now but would like to be able to do independently within the year.

Sample Assessment Activities

- Draw three tasks and activities you completed by yourself this week.
- Complete a self-assessment on how you worked in class today. See *Student activity master 21: Self-assessment* on page C.22 in Appendix C.



Self-assessment

How am I working on my own?

Colour the appropriate star as the teacher reads each question.

Today—

	Yes	Sometimes	No
1. I listened carefully.	☆	☆	☆
2. I followed directions.	☆	☆	☆
3. I asked myself, "What do I need to do?"	☆	☆	☆
4. I got started right away.	☆	☆	☆
5. I tried my best.	☆	☆	☆
6. I worked on each task until it was finished.	☆	☆	☆
7. I checked over my finished work.	☆	☆	☆
8. I told myself, "Good job."	☆	☆	☆

Adapted from Curriculum Support Branch, Alberta Education, *Social Studies, Grades 1–3: Teacher Resource Manual* (Edmonton, AB: Alberta Education, 1989), p. 102.

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

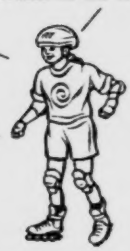
CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–1.2 *The student will* explore different ways to know, or come to know, new things; e.g., seeing, smelling, touching.

Sample Learning Activities

Get ready

- Look at a picture of a Grade 1 student learning something new, such as riding a bicycle or trying inline skating. Make a web of all the different ways that student is learning about the new activity.


by thinking about what to do next
by watching others
by listening to advice
by another person holding them up
by not being afraid to fall
by trying it one step at a time

- Think of all the ways you use your senses to help you explore and learn about new things.

Explore and apply

- Gather a number of interesting objects and put them in a bag for the "What am I?" game. Each player puts on a blindfold and chooses an object. Players try to figure out what the object is by touching, smelling and making sounds with it. Each player tells a partner all the things he or she found out about the mystery object. Then, the player takes off the blindfold, looks at the object and tells his or her partner three more things about the object.
- Use your experience playing the game to discuss how your senses help you find out information about new things.
- In small groups, make pictures showing all the ways you could explore and learn about a new thing, such as:
  - a puppy
  - a playhouse
  - a sweater
  - a slide on the playground
  - a book
  - your desk.

Extend and commit

- Brainstorm a list of ways you can get to know a new student in your class.

Sample Assessment Activities

- Think of several new things that you learned this week. Draw a picture of the different ways you explored each of these new things.

What I learned by seeing. ☐
What I learned by touching. ☐
What I learned by smelling. ☐
What I learned by listening. ☐

GRADE
1

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☑ Student Activity Master

L–1.3 *The student will* identify steps of a decision-making process for an age-appropriate issue.

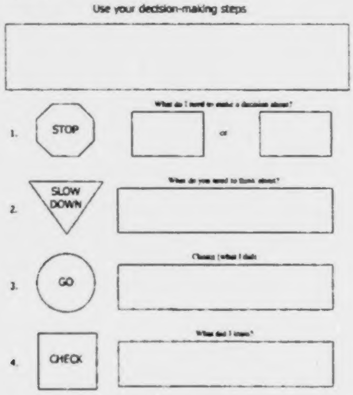
Sample **Learning** Activities

Get ready

- Discuss what a good decision is and the advantages of making good decisions. For example:
  - – it makes you feel good
  - – it helps you get something done
  - – it helps someone else.

Explore and apply

- Brainstorm a list of decisions you made today.
- Beside each decision, write an **S** (self) if the decision helped you and an **O** (others) if the decision helped others.
- Discuss a decision-making model, such as:



See *Student activity master 22: Use your decision-making steps* on page C.23 in Appendix C.

- Use these steps to talk through sample decision-making situations, such as:
  - – *you have to finish three math tasks before recess*
  - – *you left your lunch at home on the kitchen table*
  - – *you can't find your pencil*
  - – *you spilled your water bottle at your desk.*

Extend and commit

- Create a bookmark reminding yourself of why it's important to make good decisions.

Sample **Assessment** Activities

- Use a decision-making chart for the following situation:
  At recess, Lee asks you to play soccer and Ami wants you to look at trading cards. What will you do?

GRADE
1

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENTS:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–1.4 *The student will* define a goal, and recognize that setting goals helps accomplish tasks.

Sample Learning Activities

Get ready

- Use an Idea builder to explore and discuss the concept of **goals**.

Explore and apply

- As a class, brainstorm a list of jobs or activities students in the class need to get done by the end of the week.
- Choose one task and identify:
  - – steps to take to accomplish it
  - – why this task is necessary or important.
- Discuss how "knowing what you want helps make it happen."
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

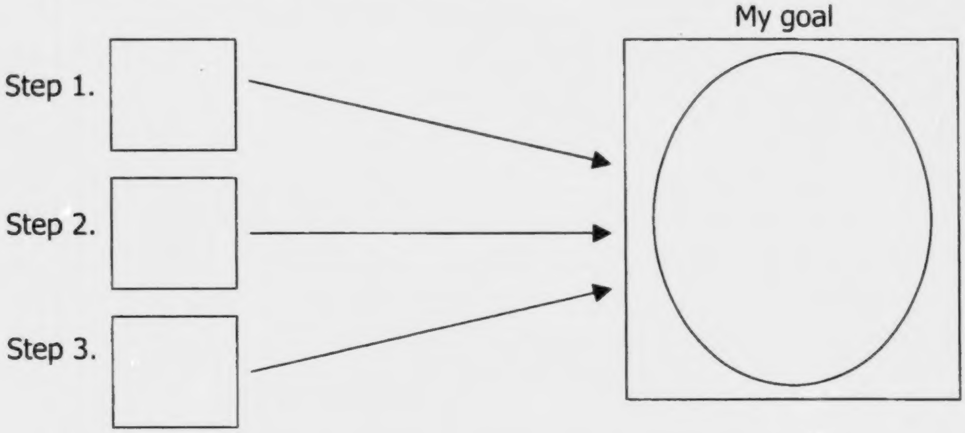
Extend and commit

- Draw pictures to show your goals for the week.

This week		
I want to finish:	I want to try:	I want to get better at:

Sample Assessment Activities

- Imagine that your goal today is to make a birthday card for your friend. Draw pictures to show three things you can do to help meet this goal.



GRADE
1

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–1.5 *The student will* recognize interests, strengths and skills of self.

Sample **Learning** Activities

Get ready
- As a class, define and discuss the concepts of **interests, strengths** and **skills**.

Explore and apply
- Brainstorm a list of strengths and skills students in the class have. Record on chart paper.
- Draw a picture of yourself holding five balloons. In each balloon, draw a picture of a special strength or skill you have.
- Share your picture with a partner and discuss.
- Brainstorm a list of things students in the class are interested in learning more about. What kinds of things would you like to learn to do?

Extend and commit
- Draw a picture of three skills you would like to have in the future.

Sample **Assessment** Activities

- Use pictures and key words to complete the *All about me* chart.

All about me

At school, I can	At home, I can
On the playground, I can	With my friends, I can

GRADE
1

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

L–1.6 *The student will* demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid work.

Sample Learning Activities

Get ready

- Discuss how some work in the community is paid and some is unpaid.
- Discuss what it feels like when you help someone or do something helpful without being asked.

Explore and apply

- Identify a recreational activity that is important to students in your class and think of where that activity takes place, such as a swimming pool, skating rink or local playground.
- Use the context of a specific recreational facility to brainstorm a list of the jobs people do to make this recreational activity possible. Beside each job, write **P** for paid work or **V** for volunteer work. Some responsibilities involve both paid and unpaid work.

Extend and commit

- Interview parents or other adults about the type of paid and unpaid work they do in the community.

Sample Assessment Activities

- Use drawings and key words to show your understanding of paid and unpaid work in the community.

An example of people who are paid for their work in the community is:	An example of people who do volunteer work in the community is:
☐	☐
They help people by:	They help people by:
☐	☐

GRADE
1

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–1.7

The student will describe ways people volunteer in the school and in the community.

Sample **Learning** Activities

Get ready

- Create an Idea builder to explore the concept of **volunteer**.

Explore and apply

- As a class, brainstorm a list of ways people volunteer in the school.
- Draw a picture of a volunteer working in your school and create a display in the hall. Think of a title for the display, such as *Volunteers make our school a better place.*
- Brainstorm a list of ways people volunteer in the community.

Extend and commit

- Draw a picture of three volunteer jobs you might like to do in the school or community when you are older.
- Discuss what would happen if people only did jobs they were paid to do. What kinds of activities would have to stop? How would the school and community change?

Sample **Assessment** Activities

- Use key words and drawings to complete the following chart.

Volunteers help children in our school by:		
__________	__________	__________

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GRADE
1

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–1.8 *The student will* select and perform volunteer tasks in the classroom.

Sample Learning Activities

Get ready
- Brainstorm a list of volunteer jobs students can do in the classroom.

Explore and apply
- Make a list of volunteer jobs each student in the classroom will do for one week.
- Design a reminder card that shows you doing this job. Tape the card to your desk.

Extend and commit
- Discuss what would happen if children only did jobs they were paid to do. How would your classroom change?

Sample Assessment Activities

- Use key words and drawings to show the volunteer jobs you did in the classroom this week.

Here are the volunteer jobs I did in the classroom this week.

○ ○ ○

__________ __________ __________

GRADE 2

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–2.1 *The student will* describe the effects of combining healthy eating and physical activity.

Sample Learning Activities

Get ready

- Draw a picture showing foods that keep our bodies healthy.
- Draw a picture showing physical activities that help you feel healthy and strong.
- Display and discuss pictures.

Explore and apply

- Work with a partner to brainstorm:
  - five reasons for participating in daily physical activity. For example, it makes our bodies healthier and stronger, we have more energy, we have fun with friends, we learn new things, we are calmer, it builds confidence.
  - what can happen when we don't get enough daily activity. For example, we have less energy, we have weaker muscles, we miss out on fun, we feel restless or tense.
- Discuss ideas and share with class.
- Work with another partner to brainstorm:
  - five reasons why healthy food is important. For example, it makes us feel better, it gives us energy, we grow stronger, we have good teeth, we feel better.
  - what can happen when we don't make healthy food choices. For example, we may feel tired, tense or cranky; we are more likely to feel rundown and get sick.

Benefits Health

- Discuss "How does healthy eating affect your energy and strength to participate in daily physical activity? How do these health habits affect one another?"
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Design a mini-poster using pictures and words to show the importance of combining healthy eating and daily physical activity.

Sample Assessment Activities

- Draw pictures and use key words to show three ways healthy eating affects your life and three ways physical activity affects your life.

Healthy eating helps me …	Physical activity helps me …

Outcome W-2.1 (continued)

Teacher Background

Importance of a balanced diet and active lifestyle

A balanced, nutritionally adequate diet, along with an active lifestyle, contributes to health and well-being. In combination, these two health habits play a significant role in reducing the risk for a number of health concerns, including obesity, heart disease, high blood pressure, osteoporosis and diabetes. Children who enjoy a balanced, healthy diet and regular physical activity are less likely to become overweight and are more likely to become physically active adults.

Incorporating healthy eating and regular physical activity into daily life poses a challenge for many children. Research indicates that children today are less physically fit and active than children of past decades. In addition, many children's food choices do not meet the recommendations laid out in *Canada's Food Guide to Healthy Eating*.

Children need both knowledge and a variety of skills in order to adopt a balanced, healthy diet and an active lifestyle. Knowledge can help children gain appreciation of the benefits of healthy eating and daily physical activity. Skills, such as decision making, goal setting and self-monitoring, are also necessary for using these behaviours on an ongoing basis throughout life.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Connections

Ideas for promoting healthy food choices and active living

Students can:
- commit to choosing healthy foods and participating in daily physical activity
- generate ideas for incorporating healthy foods into their personal eating patterns
- brainstorm ways to be more active on a daily basis
- ask parents and other adults for support and assistance in promoting healthy eating and regular physical activity in their daily lives.

Parents can:
- model healthy eating and active living behaviours for children
- talk to children about the benefits of healthy eating and active living on overall health and well-being
- provide children with opportunities to experiment with a variety of healthy foods and different forms of physical activity
- teach skills that help children choose healthy foods and participate in daily physical activity; for example, budgeting, decision making, food selection and preparation, time management
- volunteer to supervise or participate with children during physical activity outside the home.

Communities can:
- provide information on making healthy food choices and overcoming barriers to healthy eating
- support initiatives to help ensure that all children have access to healthy, nutritious foods; for example, school milk, lunch or snack programs, community kitchens, vending machines, cafeterias and snack shacks
- provide and promote active living programs and facilities for children.

GRADE
2

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☑ Student Information
☐ Student Activity Master

W–2.2 *The student will* examine the need for positive health habits; e.g., adequate sleep, sun protection.

Sample Learning Activities

Get ready

- As a class, make a timeline of a day in the life of a typical Grade 2 student.
- Identify the points of the day at which you practise health habits; for example, brushing your teeth, eating a good breakfast, walking safely to school.
- Draw pictures of these health habits and add the pictures to the timeline.

Explore and apply

- Review the list of health habits from the timeline and use sticky dots to mark the three habits that you feel are the most important and that you would like to learn more about.
- Collect fact sheets, brochures and posters on the health habits you want to learn more about; for example, adequate sleep, sun protection.
- Work in small groups to make a mini-poster to show what one of the health habits looks and feels like. Use information from fact sheets and other resource materials. Share with the class.

Extend and commit

- Work with a partner and make up five true or false questions for one of the health habits. Trade with another pair.
- Use pictures and key words to develop a family plan for keeping safe in the sun. Make it into a fridge magnet.

Sample Assessment Activities

- Divide a piece of paper in half. Draw two pictures to show the effects of a good night's sleep. Title each half of the paper.

This is me when I get enough sleep	This is me when I don't get enough sleep

Teacher Background

See *Student information master 18: Sun safety* on page B.20 of Appendix B and *Student information master 30: How much sleep do you need?* on page B.40 of Appendix B. Although these information sheets were designed for higher grade levels, they could provide useful background information for teachers of students in Grade 2.

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GRADE
2

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–2.3 *The student will* demonstrate appreciation for own body; e.g., make positive statements about activities one can do.

Sample Learning Activities

Get ready

- As a class, brainstorm ways people learn and change as they grow:
  - physical changes, such as height and weight
  - physical skills, such as bouncing a ball
  - intellectual skills, such as learning to add.

Explore and apply

- Think about how you have changed as your body has grown. Complete these statements with words and pictures:
  - "The best thing about being a baby was …"
  - "The best thing about being a three-year-old was …"
  - "The best thing about being a six- (or seven-) year-old is …"
- Share your ideas with a partner.
- Complete a chart recording three things you can do now and three things you will be able to do when you grow older.

Now, I can …	In a few years, when my body grows I'll be able to …

- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Make a Top ten list "I feel good about my body because it …"

Sample Assessment Activities

- Draw a picture showing three good things about your body.
- Draw or write about three ways your body will change by the time you are 16 years old.

GRADE
2

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–2.4 *The student will* describe personal body image.

Sample Learning Activities

Get ready

- As a class or working in small groups, brainstorm a list of words to describe:
  - your body; for example—tall, healthy, active
  - things your body can do; for example—running, jumping, painting a picture
  - feelings people have about their bodies; for example—comfortable, confident, happy.

  Record the list on chart paper and post.

Explore and apply

Benefits Health

- Have a friend outline your body on a large sheet of paper. Divide your paper body into three sections. In the top section write positive feelings you have about your body. In the second section write things your body allows you to do. Fill the last section with positive words describing your body.
- Discuss how bodies come in all shapes and sizes and can still do similar things, such as running, jumping and dancing.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Write three pieces of self-talk that will help you appreciate and take care of your body. For example:

I am strong and I will play outside more than I watch television.

My body is a good friend and I will feed it good food.

I will try new sports as my body grows and changes.

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Outcome W-2.4 (continued)

Sample Assessment Activities

- Complete a chart using words and pictures to show three things you appreciate about your body.

I appreciate my body!	
I appreciate my body's _______ because _________ _____________________	
I appreciate my body's _______ because _________ _____________________	
I appreciate my body's _______ because _________ _____________________	

Connections

Ideas for developing a positive body image

Students can:

- be aware of the variety of body types within family and groups of friends, and know that all body types can be healthy
- look for varieties of body types among television and media personalities
- talk to their parents or older siblings about body image concerns
- appreciate their own physical talents and abilities, such as athletic abilities, musical dexterity and artistic abilities
- be aware that one's physical body makes up only a part of who one is or can be.

Parents can:

- be aware that the beginning of puberty can bring about changes that affect body image
- be aware that puberty changes begin gradually but often earlier than parents might expect
- make a conscious effort to have and model healthy behaviours and attitudes related to body image
- be aware that negative comments about body size and type can be damaging to children's developing sense of worth
- be available to listen and talk when children have questions or concerns about body image
- help your child develop strategies to handle teasing
- understand that feelings and concerns related to body image may surface in other ways, such as through behaviours or attitudes
- ensure siblings do not tease each other about body size or image
- make a conscious effort not to compare body types of family, friends and celebrities in unproductive ways, such as "She would look much better if …"
- help your child understand that diversity in body shape and size is normal and natural—all types deserve respect.

Communities can:

- select people of all sizes and shapes for community advertising
- provide positive role models through clubs and community youth groups.

GRADE
2 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–2.5 *The student will* classify foods according to *Canada's Food Guide to Healthy Eating*, and apply knowledge of food groups to plan for appropriate snacks and meals.

Sample Learning Activities

Get ready
- Working in small groups, cut out pictures from magazines or flyers of foods that would make healthy or "most of the time" snacks.

Explore and apply
- Introduce *Canada's Food Guide to Healthy Eating*. Identify the food groups and record them on a class chart.
- Sort and categorize the different pictures of snacks into the *Canada's Food Guide to Healthy Eating* categories. The guide can be ordered or downloaded from www.hc-sc.gc.ca/hppb/nutrition/index.html.
- Discuss the importance of each food group. For example:
  - grain products are **go foods**—they give us energy for growing and staying active
  - vegetables and fruits are **glow foods**—they give us vitamins and minerals to keep our eyes and skin healthy, keep us feeling well and help our body fight illness
  - milk products are **grow foods**—they give us calcium and other nutrients to build strong bones and teeth
  - meat and alternatives are also **grow foods**—they give us the building blocks of our muscles, skin, hair and blood
  - other foods don't fit into any of the four food groups—these foods help make eating enjoyable. Some of these other foods are "sometimes" choices.

Extend and commit
- Create a class recipe book of healthy or "most of the time" snacks.
- Observe one family dinner at home. Record all the foods on the table and classify them into the four food groups.

Sample Assessment Activities

- Draw a picture of five healthy snacks.
- Sort the following snacks into one of the groups in *Canada's Food Guide to Healthy Eating*.

apple, muffin, yogurt, banana, oatmeal cookie,
beef jerky, orange juice, carrot, crackers, cheese

Grain products	Vegetables and fruits	Milk products	Meat and alternatives	Other foods

Outcome W-2.5 (continued)

Teacher Background

Classifying foods

Classifying foods into similar groups is a key feature of *Canada's Food Guide to Healthy Eating*. Grouping similar types of food helps highlight the nutritional contributions of each group. In addition, it provides people with a clear picture of the broad range of nutritious foods that can be used to create a sound approach to healthy eating.

Foods in *Canada's Food Guide to Healthy Eating* are classified into four food groups according to their origin (or agricultural base) and the key nutrients they contribute. For example, fluid milk and foods made from milk, such as yogurt, cheese and pudding, are grouped together in the milk products group. Beef, chicken, eggs, tofu and peanut butter are all protein sources and as a result all fall into the meat and alternatives group.

Some foods do not fit into any of the four food groups. These foods are referred to as other foods. These foods add taste and enjoyment to eating. A wide variety of nutritious and less nutritious foods fall into the other foods category, including:

- foods that are mostly fat, such as margarine, butter or oils
- high-fat and/or high-salt snack foods, such as potato chips, taco chips or salted pretzels
- foods that are mostly sugar, such as candy, jam, syrup, granulated sugar, brown sugar or chocolate bars
- beverages and condiments, such as water, tea, coffee, soft drinks, ketchup or mustard.

It is inappropriate to call other foods "bad foods" or "junk foods." While some of these provide lower levels of key nutrients, others, such as water, are essential for life.

Combination or mixed foods, such as casseroles or sandwiches, are made up of foods from more than one food group. These are classified according to the ingredients or components they contain. For example, a serving of lasagna includes foods from all four food groups: noodles are grain products, tomato sauce and vegetables are vegetables and fruit, cheese is a milk product, and ground beef is a meat and alternatives.

Snacks play a crucial role in helping children meet their nutritional needs. Children have relatively high nutrient needs because they are active and growing. At the same time, many children have small appetites and are unable to take in large amounts of food at one time. Recognizing these facts, it is often difficult for children to meet their nutrient needs without two or three snacks each day.

Snacks should consist of nutrient-rich foods from the four food groups. Some examples are: crackers and cheese; yogurt; whole-grain muffins; fresh, frozen, canned or dried fruits and vegetables; and granola bars. Other less-typical foods also make excellent snacks. Children should be encouraged to choose a wide variety of foods from the four food groups when snacking.

Regular snacks are essential for children. However, if good oral hygiene practices are not followed, dental cavities can become a concern. Recognizing this, dental health professionals recommend that children limit high sugar or sticky snack foods, such as dried fruits. In addition, children should brush their teeth after each meal and any sugary or sticky snack.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Outcome W-2.5 (continued)

Connections

Ideas for promoting healthy snack choices

Students can:

- commit to eating healthy or "most of the time" foods when choosing snacks
- enjoy regular meals and snacks (three meals plus two or three snacks each day)
- ask their parents for help in preparing school lunches or snacks.

Parents can:

- involve children in the selection and preparation of a wide variety of nutritious snack foods
- talk to children about the agricultural origins of the foods they eat; for example, milk comes from cows; pudding comes from milk, which comes from cows; crackers are made from wheat flour made from wheat
- provide nutritious snacks at regular intervals throughout the day.

Communities can:

- implement healthy snack programs in schools
- support policies that make healthy snack foods widely available in schools, while discouraging less-nutritious food choices, such as soft drinks
- include healthy food choices at school events, such as submarine sandwiches that include low-fat meats, vegetables, cheeses and whole-grain buns.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

GRADE

2 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–2.6 *The student will* determine safe and responsible use of medications.

Sample **Learning** Activities

Get ready

- As a class, make a list of common types of medication people take.
- Brainstorm reasons why people take medication.

Explore and apply

- Discuss the difference between taking medications appropriately and taking inappropriate substances. For example:
  - if you are sick, the right medications can make you feel better
  - taking an inappropriate substance can make you sick.
- Draw a picture of one time over the last year that you took a medication. Show how you used the medication appropriately. For example:
  - Did an adult help you take the medication?
  - Did you take it at a certain time?
  - Did you measure it?
  - Could you eat food with it?
  - Where was it stored?

Extend and commit

- Discuss how practice and opinion vary on the use of medication. By choice, some families use little medication and may prefer natural remedies. Some families use a variety of medications for different situations.

Sample **Assessment** Activities

- Draw a picture of you taking a medication and write three questions you could ask to find information you need to make sure you are using the medication safely.

I sometimes take medication for:		
To use it safely, I need to know:		

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GRADE 2

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–2.7 *The student will* identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate; e.g., handle such pressures as threats, bribes, exclusions.

Sample Learning Activities

Get ready

- Discuss signs that indicate a situation is uncomfortable or inappropriate; for example, you worry your parents or teachers will find out, your face feels hot, your breathing is shaky or fast.
- Brainstorm a list of types of touching.
- Discuss times when you have been touched in a way that has given you a good (yes) feeling or a bad (no) feeling.
- Discuss how people can feel differently about a similar situation. For example, being hugged may feel good to one student but uncomfortable to another.
- Discuss how everyone has the right to say yes to touching that gives good feelings and no to touching that gives uncomfortable feelings.

Explore and apply

- Think about a situation in which children are pressured to behave in a way that is inappropriate or uncomfortable, such as:

  > *Jo and Rain are walking home with Caleb. As they pass the video store, Caleb suggests they go in and get free popcorn. Jo says, "Okay." Rain doesn't want to go in because her family rule is not to go into the video store except to pick up or return a video. She doesn't want Jo to call her a baby so she goes into the store but does not take any popcorn. As she is waiting for Jo and Caleb to get their popcorn, she notices Caleb slip a chocolate bar into his pocket without paying. Now Rain is really worried ...*

- Discuss ways that children, like the girl in the story, can get pressured to do things they don't want to do. Record ideas on the chart. For example, they don't want to feel left out, they are tricked or threatened, they are bribed, they are told it's a secret.
- Brainstorm different ways Rain could handle this negative situation.
- Discuss how to handle situations when adults use bribes or threats to get children to do things that lead to uncomfortable feelings.
- In pairs, role-play different ways of saying no to negative touches. Practise different ways to say no including, "Stop I don't like that," "Leave me alone or I'm going to tell."

Outcome W-2.7 (continued)

Extend and commit

- Create a cartoon strip showing at least three ways you can say no and refuse to be pressured into doing something you don't want to do.

Sample Assessment Activities

- Use word balloons to write three ways you can say no if another student asks you to do something at recess that you know you should not do.

Teacher Background

Reporting abuse

If you have information about a minor being abused, you are legally required to report that incident to the Child Abuse Hotline at 1-800-387-5437 or directly to the local office of Alberta's Children's Services.

GRADE
2

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–2.8 *The student will* describe and apply communication safety behaviours at home; e.g., answering the door/telephone.

Sample Learning Activities

Get ready

- Brainstorm ways you communicate with other people from your home; for example, telephone, answering the door, talking with visitors, e-mail.

Explore and apply

- Discuss safety tips for answering the door and telephone at home. Record tips on chart paper and post them.
- Use the tips to role-play answering the door and telephone. Take turns with a partner. After each role-play, check the tip sheet—did you follow all the safety guidelines?

Extend and commit

- Make a cue card of safety tips for answering the telephone. Illustrate your card and post it by the phone at home.

Sample Assessment Activities

- Draw a cartoon strip showing a safe way to answer the door at home.

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GRADE
2

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☑ Home/School/ Community Connections
☑ Student Information
☐ Student Activity Master

W–2.9 *The student will* describe and apply safety rules when using physical activity equipment; e.g., bicycle, scooter, inline skates.

Sample Learning Activities

Get ready

- Brainstorm a list of physical-activity equipment you use for sports and recreation.

Explore and apply

- Choose three pieces of equipment you use each week. Draw pictures of the safety rules for using each.
- Share your ideas with the class and compile your safety rules into a class list of tips for each type of equipment.
- Review *Student information master 7: Bike safety* on page B.8 in Appendix B. Draw pictures to illustrate each safety point.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

Extend and commit

- Work with a partner to develop a one-minute public service announcement for the safe use of skateboards, bicycles, inline skates or playground equipment. Share your announcement with the class.

Sample Assessment Activities

- Draw a picture showing safe behaviour on playground equipment.

Teacher Background

Safety for cyclists

Approximately 90 percent of youth aged 10–14 are cyclists. Over 100 Canadians die each year from bike injuries, half of them youths aged 5–14 (Alberta Traffic Safety Initiative).

Outcome W-2.9 (continued)

Connections

Ideas for promoting safety

Students can:

- volunteer as crosswalk monitors
- walk to school with younger siblings, helping them practise safety at crosswalks and intersections
- take courses in bicycle safety or other related safety courses available in the community
- model safety in the home, at the playground and at school when playing with or near younger children or siblings
- use paths and trails for cycling and inline skating, rather than main roads
- obey safety rules to avoid injury to self and others
- be aware that unsafe behaviour can put self and others at risk of injury.

Parents can:

- teach safety practices while out on family walks and bike rides
- ask children about safety rules before going out on walks or rides
- quiz children on traffic signs while walking or driving in the community
- reward children for watching out for younger siblings
- model safe behaviour when driving, crossing the street or riding a bike.

Communities can:

- facilitate a variety of safety courses for children or families through various agencies; for example, Canadian Safety Council course for all-terrain vehicle safety
- organize youth cycling clubs in which rules for bicycle safety are taught and practised
- provide safe paths for walking, cycling and inline skating away from main roads
- post visible signs on paths and trails.

GRADE

2

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–2.10 *The student will* identify members of personal safety support networks and how to access assistance; e.g., family members, teachers, Block Parents, police, clergy, neighbours.

Sample Learning Activities

Get ready

- Brainstorm support systems to keep you safe, such as Block Parents, 911, Kids' Help Line.

Explore and apply

- Invite a speaker from Block Parents or the police department to talk about neighbourhood safety.
- Discuss how you can get help if you need it.
- With a partner, make a mini-poster showing one way you can get help in your community.

Extend and commit

- Make thank-you cards for all the Block Parents in your school's neighbourhood. Explain why Block Parents are important to the community.

Sample Assessment Activities

- Complete the following chart to show you know how to get help, if you need it.

I can get help from

911	Block Parents	My teachers
If I have a problem, such as:		
To find them, I would …		

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GRADE

2 Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–2.1 *The student will* recognize that individuals make choices about how to express feelings; e.g., frustration.

Sample **Learning** Activities

Get ready

- Use old magazines to find and display pictures of people expressing different feelings.
- Discuss the feelings in the pictures. What are the clues that tell you what people are feeling? Identify body language as well as facial expression.

Explore and apply

- In small groups, take turns describing events or situations that give you a strong feeling, such as happiness, sadness, anger, excitement or loneliness. Discuss how most children experience most of these feelings at one time or another.
- Choose one feeling and create a web about that feeling. Include ideas like:
  - things that can trigger the feeling
  - things you do when you have that feeling
  - things you say when you have that feeling.

Extend and commit

- Choose a feeling and draw a picture about an experience that influenced the feeling.

Sample **Assessment** Activities

- Complete drawings to show the different choices you have when expressing feelings.

Positive ways to express feelings	
I can show that I feel **happy** by …	I can show that I feel **sad** by …
I can show that I feel **frustrated** by …	I can show that I feel **excited** by …

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GRADE
2

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–2.2 *The student will* become aware that the safe expression of feelings is healthy.

Sample
Learning
Activities

Get ready

- As a class, brainstorm a list of feelings. Record them in the first column of a triple T-chart.
- On the chart, write down one healthy and one unhealthy way to express each feeling.

Feeling	Healthy way to express	Unhealthy way to express

- Discuss the fact that frustration and anger are two of the most frequent negative feelings we have and they can be difficult to express in a healthy way.
- Discuss why responses like hitting are unhealthy.

Explore and apply

- In pairs, role-play a healthy way to express feelings you might have in different situations. For example:
  - *you can't figure out how to stop on your inline skates without falling down*
  - *your parents tell you they're taking you to Disneyland for spring break*
  - *your best friend tells your secret to someone else*
  - *your best friend has just moved to another city*
  - *your dog is sick.*
- Generate a Top ten list of healthy ways to express frustration and anger. For example:
  - pound a pillow
  - count to 10 or say the alphabet
  - write down what made you angry
  - talk about your angry feeling.

Extend and commit

- Make a mini-poster showing one strategy you can use when you are angry with someone and one strategy you can use when another person is angry with you.

Sample
Assessment
Activities

- Use old magazines to find pictures of people expressing their feelings in healthy ways. Make a collage called *Express your feelings*.
- Use keywords and drawings to show healthy ways to express the following feelings:

I am happy	I am frustrated	I am excited

GRADE
2

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

R–2.3 *The student will* identify possible psychological and physiological responses to stress.

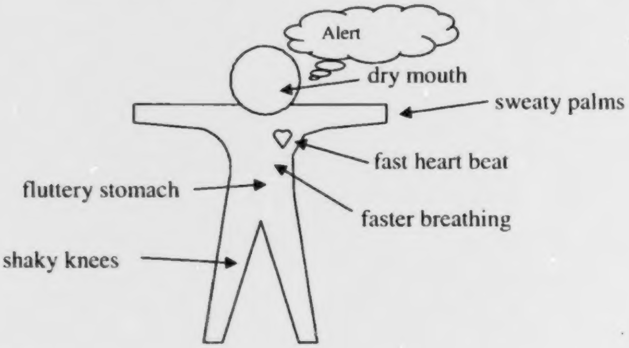
Sample Learning Activities

Get ready

- Draw a picture of what stress looks like to you. Discuss the different images and what they can tell us about how people feel about stress. Common images might include a storm cloud, a train or a monster.

Explore and apply

- As a class, brainstorm a list of stressful situations a typical Grade 2 student might experience in a week.
- Choose one and, with a partner, discuss how your body might feel in this situation.
- Draw an outline of a body on the board and identify signs that your body is feeling stress.



- Make a triple T-chart to show what stress looks, feels and sounds like.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Interview an adult to find out how he or she recognizes a stressful situation. Find out how this person uses body signals to manage stress and make decisions or take action.

Sample Assessment Activities

- Draw a picture of yourself and label the parts of your body where you feel stress the most. Draw a thought balloon to show some of the thoughts and feelings you might have in a stressful situation.

GRADE
2

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- ☑ Teacher Background
- ☐ Home/School/ Community Connections
- ☑ Student Information
- ☐ Student Activity Master

R–2.4 *The student will* develop communication strategies to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, who and how to tell.

Sample Learning Activities

Get ready

- Read a story about asking for help, such as Aesop's fable *The Lion and the Mouse*. Discuss how you must be brave to ask for help.

Explore and apply

- If you need help, you need to ask for it. Sometimes, you have to ask more than once and ask more than one person. Imagine that an older and bigger student is threatening you at recess. List three ways you can ask for help.

  List three people you can ask for help. Remember, if you don't get help the first time, keep asking until you do.
- Discuss situations in school in which you might need to ask for support from a trusted adult.
- If another person touched you and it was hurtful or uncomfortable, who could you tell?
- Review *Student information master 8: How to ask for help* on page B.9 in Appendix B. Working with a partner, role-play asking for help in serious situations, such as:
  - *you are not feeling well and think you might be sick to your stomach*
  - *a student from another grade took your lunch bag and won't give it back*
  - *an adult you don't know is waiting outside the school door and asks you to come with her*
  - *a bigger student tickles you every recess. It hurts and makes you uncomfortable. When you ask him to stop, he says, "Don't be a baby."*

Extend and commit

- Make mini-posters encouraging other students to stick up for themselves by asking for help and support when they need it.

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Outcome R-2.4 (continued)

Sample Assessment Activities

- Draw three people you could tell if another person was touching you in a negative way. Write words in the balloons to show what you could say.

If I need help, I can ask:		
________	________	________
I can say:		

Teacher Background

Reporting abuse

If you have information about a minor being abused, you are legally required to report that incident to the Child Abuse Hotline at 1–800–387–5437 or directly to the local office of Alberta's Children's Services.

GRADE 2

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

R–2.5 *The student will* demonstrate ways to show appreciation to friends and others.

Sample Learning Activities

Get ready

- Read the story *Rosie and Michael Are Friends* by Judith Viorst or another book about friendship. Discuss how the characters show appreciation to one another.

Explore and apply

- As a class, brainstorm a list of 10 things you can do to show you appreciate a friend.
- Brainstorm a list of 10 words or phrases that you can say to show another person your appreciation.
- Make "kind words" mailboxes to put on your desks. Over the next week, make sure you write at least one kind note to each person in your class.

Extend and commit

- Some people find it harder to accept a compliment than to give one. With a partner, role-play one person giving a compliment and the other person accepting it with a simple "thank you."

Sample Assessment Activities

- Draw a picture and fill in the word balloons to show three things you will do and three things you will say to show that you appreciate your friends.

My friends will know I appreciate them because I will:

I will also say:

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- To download the teacher-developed assessment activity *V.I.F. (Very Important Friend),* go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 2: *Very Important Friend.*
[This assessment task can also be used with specific outcome R–2.6.]

GRADE
2

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☑ Student Activity Master

R–2.6 *The student will* develop strategies to show respect for others; e.g., show interest when others express feelings, offer support.

Sample Learning Activities

Get ready

- Working in pairs, use pictures and words from old magazines to create collages called *Respect for others*. Display and discuss.

Explore and apply

- As a class, create a triple T-chart of *What showing interest in others* looks, sounds and feels like. Discuss.
- Discuss simple ways to show support to others, such as:
  - listening
  - acknowledging their feelings
  - giving kind words or encouragement
  - offering to keep them company.
- Discuss how it is not always necessary to know the exact details of the problem the other person is having in order to be supportive. Often, problems are private and an individual may choose not to share information. What is important is that you recognize and support that person's feelings, and offer kind words in a low-key manner.

- In pairs, role-play offering support to a friend in situations, such as:
  - *Sally is disappointed because she has to stay in at recess to make up the test she missed yesterday. She wanted to play soccer with you.*
  - *Meera is new to the school and is sitting alone at lunch.*
  - *Rakish seems quite sad in class and has not signed up for an activity during this week's free time.*
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit

- Think of a time when another person showed respect for you. Draw a picture to show how you felt.
- Finish these statements.
  - "It's important to show respect to others because …"
  - "I show respect by …"
  - "When I am respected I feel …"

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Outcome R-2.6 (continued)

Sample Assessment Activities

- Complete a rating scale on how you show respect for others. Draw a star beside one behaviour you would like to improve.

Rating scale

I show respect for others:	1 never	2 sometimes	3 usually	4 always
• by smiling	●	●	●	●
• by looking at them	●	●	●	●
• by sitting quietly	●	●	●	●
• by nodding	●	●	●	●
• by saying words like, "Good idea"	●	●	●	●
• by asking them questions	●	●	●	●
• by saying thank you.	●	●	●	●

See *Student activity master 23: Rating Scale: I show respect for others* on page C.24 in Appendix C.

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Everyday assessment tools for teachers

- To download the teacher-developed assessment activity *V.I.F. (Very Important Friend),* go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 2: *Very Important Friend.*
[This assessment task can also be used with specific outcome R–2.5.]

GRADE
2

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☑ Student Information
☐ Student Activity Master

R–2.7 *The student will* demonstrate an understanding of a strategy for conflict resolution; e.g., propose a compromise.

Sample Learning Activities

Get ready

- Read a story about conflict, such as Munro Leaf's *The Story of Ferdinand the Bull* or Leo Lionni's *Six Crows*. Discuss how the characters resolve conflict.

Explore and apply

- Review *Student information master 9: How to solve conflicts* on page B.10 in Appendix B. Discuss each step.
- Discuss strategies that show other people that you understand their point of view.
- Use these strategies to role-play the following situations.
  - *Allan let Annie use his markers. But when his pencil broke, Annie wouldn't loan him one of hers. Allan was annoyed. He didn't think it was fair. But Annie was thinking that the last time she loaned Allan something, she never got it back.*
  - *Vocko is making a dragon with clay. Arnie decides to make a dragon too. "Copycat!" says Vocko. "Why can't you think of your own ideas?"*
  - *Your sister ate the cookies you were saving to put in your lunch.*

Extend and commit

- Think of situations in which you had a conflict with another person. Consider the other person's point of view. Describe what that person might have been feeling.

Sample Assessment Activities

- Draw pictures and write words to show your strategy for resolving a conflict, such as:
  - *Marta borrowed your markers without asking.*

How I'll stay calm	What I'll say	What I'll try
	I feel ____________ when ____________ I need ____________	

GRADE
2

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–2.8 *The student will* recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer.

Sample Learning Activities

Get ready
- Read a story that illustrates how different characters each contribute to solving a problem or making something better.

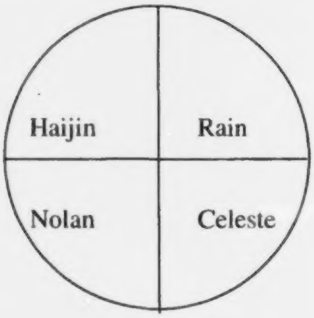
Explore and apply
- Each student in the class outlines his or her handprint on a sheet of paper and writes his or her name underneath. Spread all the handprints on the floor. Students move around the room, writing one word on each piece of paper to describe a strength or talent that person brings to the class.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Cooperation

Extend and commit
- Write a journal entry about one strength or talent that another person wrote on your paper that surprised you.

Sample Assessment Activities

- Make a circle and divide it into four sections. Write the name of four different classmates in each section. Draw a picture of at least one strength or talent that each of these friends contributes to your classroom.



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GRADE
2

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

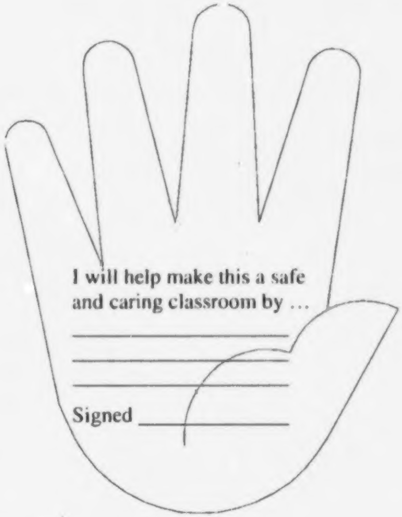
CONTENT:
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–2.9 *The student will* explain how groups can contribute to a safe and caring environment.

Sample **Learning** Activities

Get ready
- As a class, create a triple T-chart showing what a safe and caring classroom looks, sounds and feels like.

Explore and apply
- Brainstorm a list of ways students can help make a classroom a safe and caring environment.
- Choose one of these ways and draw a picture of it. Display the pictures on the class bulletin board. Discuss how groups can contribute to a safe and caring environment.
- Invite students to make a promise of what they will do this year to help create a positive learning environment. Write the promises on outlines of students' hands and create a display.


I will help make this a safe and caring classroom by …
Signed

Extend and commit
- Brainstorm strategies for making the playground a safe and caring place.
- Talk with your family about how you can help make your home a safe and caring place.

Sample **Assessment** Activities

- Use keywords and pictures to complete the following chart.

Here's what we can do to create a safe and caring environment:		
On the playground	In the classroom	At home

GRADE
2

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–2.1 *The student will* demonstrate organizational skills; e.g., notebook organization, desk organization.

Sample Learning Activities

Get ready

- As a class, brainstorm a list of reasons why it is important to be organized and get school work done on time.
- Brainstorm a list of tools and habits you can use to stay organized and get school work done. For example:
  - homework books or agendas
  - homework bag
  - arriving on time
  - getting down to work right away.
- In pairs, take three minutes to look around the classroom and find examples of organizational strategies or systems, such as lists, labelled boxes and shelves, and magazine holders to store materials. Discuss how these systems save people time and prevent frustration.

Explore and apply

- List three good things that happen when you arrive at school on time. For example:
  - you find out what you are supposed to do
  - you hear important announcements
  - you have time to talk with your friends before class starts.
- Draw a picture of the inside of your desk when it is organized. Use the drawings later in the week to evaluate how organized your desk stayed.
- Create a model of an organized written assignment sheet. For example:
  - write name and date at the top
  - skip lines between important pieces of information.

Extend and commit

- Design a poster of tips for keeping organized in the classroom.
- Draw a picture and write three sentences explaining an organizational skill you would like to improve.

Sample Assessment Activities

- Draw a picture showing three things you do to keep yourself organized in class.

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GRADE
2

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–2.2 *The student will* identify personal behaviours that show readiness to learn.

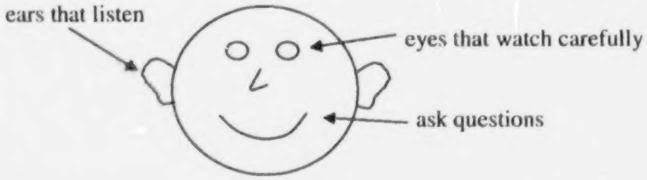
Sample Learning Activities

Get ready

- Look at several pictures of children engaged in specific activities and discuss: "Do these children look ready to learn? What are some signs that they are ready to learn?"
- Think back to your first day in Kindergarten. Consider all the new things you had to be ready to learn and willing to try.

Explore and apply

- Brainstorm a list of new skills and concepts you will be learning in Grade 2.
- Discuss why **readiness to learn** is an important first step in learning.
- Draw a child-size outline of a body on a piece of chart paper. Discuss what readiness to learn looks like from the top of the head to the bottoms of the feet. Use key words, arrows and graphics to illustrate the outline. For example:



- Show readiness to learn behaviours by role-playing situations, such as:
  - *You want to try a new sport. Give at least three examples of why you feel you're ready to learn this new sport.*
  - *Your teacher has promised to do an exciting science demonstration if the students in class look like they are really ready to learn the new concept. How could the students show her this?*
  - *You just joined a new sports team and you want to let the coach know you really want to learn. How would you demonstrate this?*

Outcome L-2.2 (continued)

Extend and commit

- What are the signs a person is:
  - ready to listen
  - about to lose interest
  - ready to be a good friend?
- Design a poster showing three examples of positive self-talk that will help you be ready to learn. For example:

I will try my best

I need to listen and watch

I want to learn

Sample Assessment Activities

- Draw a picture showing three signs that you are ready to learn in the classroom.

GRADE
2

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☑ Student Activity Master

L–2.3 *The student will* apply the decision-making process for age-appropriate issues.

Sample Learning Activities

Get ready

- Read *Lily's Purple Plastic Purse* by Kevin Henke or another book in which the character makes a decision. Using the *Decision-making tree* model, discuss how the character could make a decision. See *Student activity master 24: Decision-making tree* on page C.25 in Appendix C.
- Brainstorm decision-making situations from your own life over the past month.
- Working with a partner, choose one decision you made this month. Discuss what happened because of the decision you made.

Explore and apply

- Discuss the advantages of making good decisions. For example:
  - you feel better
  - things get done faster
  - people respect you.
- Discuss the *Decision-making tree* model and use it to come up with solutions for the following situations.
  - *When you stopped to play on the monkey bars on the way to class, you lost your $2 field trip money.*
  - *Two different friends ask you to be their science project partner.*
  - *You have to stay in at recess because your homework is incomplete. It's your turn to be goalie for the soccer game this recess.*

Extend and commit

- Do a book-talk on a story that explores how a character solves a certain problem. Explain how the character uses the decision-making process.

Sample Assessment Activities

- Use the *Decision-making tree* to show a solution for one of the following situations.
  - *Henry forgets to bring his homework back to school each morning. He has to stay in to finish it. He would rather be playing soccer with his friends.*
  - *On the way home from school, Jane loses her house key. She can't get into her house.*
  - *Haijia can't wear his indoor shoes anymore because his feet have grown and the shoes are too small. Without indoor shoes, he won't be allowed to participate in gym class.*

GRADE

2

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

☐ Teacher Background

☐ Home/School/ Community Connections

☐ Student Information

☑ Student Activity Master

L–2.4 *The student will* recognize that it takes time and effort to accomplish goals.

Sample **Learning** Activities

Get ready

- Brainstorm accomplishments of students in your class over the past year.
- Brainstorm a list of new things students in your class would like to accomplish this school year.
- Interview adults and ask them about goals they are working on right now. Discuss how long it will take to achieve these goals and what kinds of effort will be necessary.

Explore and apply

- Set a class goal. Work in small groups to create strategies for meeting this goal.
- Share ideas and record.
- Choose an individual goal to work on and record it on the goal sheet. See *Student activity master 25: Goal sheet* on page C.26 in Appendix C. Choose a goal you can reach this month. Tape the goal sheet to your desk as a friendly reminder.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

Extend and commit

- Using the list of new things students would like to accomplish, put the items in order from goals that would take the *least* time to reach, to goals that would take the *most* time. Compare and discuss your lists.

Sample **Assessment** Activities

- Think about a school goal you can accomplish this month. Use drawings and key words to show what you will have to do to get there.

My goal

What I have to do to get there

1.

2.

3.

GRADE

2

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

☐ Teacher Background

☐ Home/School/ Community Connections

☐ Student Information

☐ Student Activity Master

L–2.5 *The student will* recognize, acknowledge and respect that individuals have similar and different interests, strengths and skills.

Sample Learning Activities

Get ready

- As a class, discuss and define the terms **interests**, **strengths** and **skills**.

Explore and apply

- Brainstorm a class list of *Things we're interested in* and *Things we're good at.*

Extend and commit

- Interview family members to find out about the interests and abilities of people in your family.

Sample Assessment Activities

- Make a Top ten list of the personal interests of students in your class. Add drawings to show how people can share these interests with one another.

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GRADE 2

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

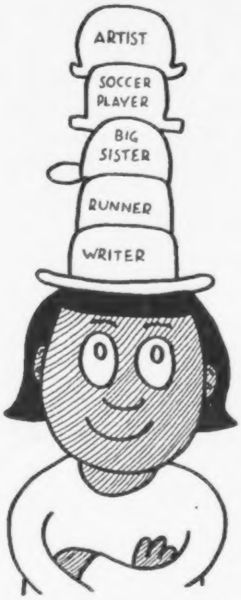
CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–2.6 *The student will* recognize that each individual has many roles in life; e.g., friend, sister.

Sample Learning Activities

Get ready

- Discuss how each person plays many roles in life. Look at what your teacher does in your classroom. He or she wears many hats. For example, your teacher also wears the hat of a story reader, discussion leader, classroom organizer and playground supervisor. Choose one of these roles and create a hat-shaped drawing showing what the teacher does in this role.



Explore and apply

- Working with a partner, brainstorm a list of roles you have in your life.
- Draw a picture of three roles you have at school, three roles you have at home and three roles you have in the community.

Extend and commit

- Think about the different roles you will have when you are 16 years old and when you are an adult. Draw a picture of the kinds of things you will be thinking, doing and saying in these different roles.

Sample Assessment Activities

- Draw a picture of yourself and show at least five different roles you have (or hats you wear) at home and at school.

GRADE
2

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–2.7 *The student will* explain why volunteerism is important.

Sample Learning Activities

Get ready

- Review the definition of **volunteer** and brainstorm examples of volunteerism at school and in the community.

Explore and apply

- As a class, brainstorm a list of reasons why volunteerism is important to both the community and the volunteer.

Volunteerism is important ...

To the community, because:	To volunteers, because:
• important work gets done • more people can participate in more things.	• it is an opportunity to try new things • it is an opportunity to meet new people.

Extend and commit

- Interview three adults who volunteer in the community. Find out why they think volunteerism is important.

Sample Assessment Activities

- Use key words and drawings to create a web that shows three reasons why volunteerism is important.

GRADE
2 Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–2.8 *The student will* select and perform volunteer tasks in the school.

Sample Learning Activities

Get ready

- As a class, brainstorm a list of volunteer jobs that students can do around the school and on the playground.

Explore and apply

- Make a list of volunteer jobs each student in the class will do around the school or playground over the next month.
- Design a reminder card showing you doing the job you chose. Tape the card to your desk.

Extend and commit

- Discuss the kinds of jobs you'd like to do around the school. Do you think people should choose their own jobs or be assigned? What happens when there is a job no one wants to do?

Sample Assessment Activities

- Use key words and drawings to show the volunteer job you did around the school this month.

The volunteer job I did was:	This helped others because:	Some of the skills I used for this job were:

I did this job _____ times.

GRADE 3

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–3.1 *The student will* analyze the factors that affect choices for physical activity; e.g., the impact of technology/media.

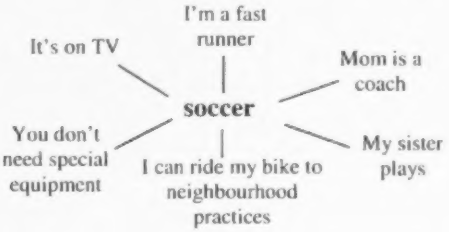
Sample Learning Activities

Get ready

- As a class, brainstorm some of the choices for physical activities for Grade 3 students in your community.

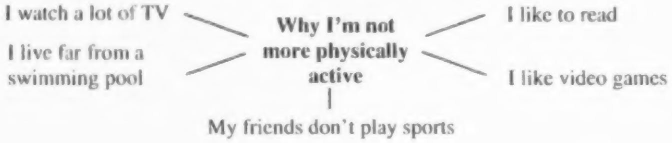
Explore and apply

- Make a web showing your favourite physical activity. Show reasons why you like the activity and reasons why you participate in this activity.


I'm a fast runner
It's on TV
Mom is a coach
soccer
You don't need special equipment
My sister plays
I can ride my bike to neighbourhood practices

- Think about your favourite physical activity and the media. Consider the following questions.
  - Is it covered on television?
  - Is it featured in many ads?
  - Are there related clothing and brand names?
  - Are there many Internet sites?

  Discuss these questions with a partner. How does the media affect your choice of sports and new physical activities you want to try?
- Make a web showing why you might **not** be as physically active as you could be.


I watch a lot of TV
Why I'm not more physically active
I like to read
I live far from a swimming pool
I like video games
My friends don't play sports

- Think about your current physical activity level. Are you as active as you would like to be? If not, what changes do you need to make? Discuss with a partner.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

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Outcome W-3.1 (continued)

Extend and commit

- Collect advertisements, news articles or other media references to your favourite physical activity. Bring to class and discuss.
- Design a survey to find out how many hours per week students in your class watch television and play video or computer games. Display information on a graph. Discuss how these kinds of activities can affect people's levels of physical activity and personal health.
- Examine your own television and computer habits. Do you need to make a plan for reducing these activities?

Sample Assessment Activities

- Complete the following chart about influences that affect your choice of physical activities.

One of my favourite physical activities is ____________________.

Two positive reasons for choosing this activity might be:	Two not-so-positive reasons for choosing this activity might be:	Two interesting (neither positive nor negative) reasons for choosing this activity might be:
________________	________________	________________
________________	________________	________________

Connections

Ideas for promoting increased physical activity

Students can:

- make a choice to participate in physical activities in their free time
- set a goal of spending at least half an hour in physical activity after school before watching television, playing video games or using a computer
- go for walks or bike rides with parents and siblings
- participate in a league sport or physical training program for children, such as Tae Kwon Do, dance lessons, hockey, soccer.

Parents can:

- model a balance between physical activity and sedentary activity in the home
- plan enjoyable physical activities for the family
- encourage children to engage in physical activity on a regular basis
- monitor the amount of time children spend watching television and playing video games
- talk to children about the importance of including physical activity in their daily routine
- set and work toward physical-activity goals together as a family.

Communities can:

- provide physical activity programs for young children through community agencies
- sponsor family activities for each season in community parks and facilities
- support efforts of local agencies to run family-oriented fitness events.

GRADE
3

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–3.2 *The student will* improve and practise positive health habits; e.g., lifting and carrying book bags/backpacks, maintaining good posture.

Sample **Learning** Activities

Get ready

- As a class, discuss and define a **habit**.
- Brainstorm a list of health-related habits, such as brushing teeth, exercising or smoking. Write them on cards and post them on the board.

Explore and apply

- Sort habits into positive and negative categories.
- Discuss the benefits of positive habits; for example, they help you feel good and help you get things done.
- Discuss the effects of negative habits; for example, they can make you sick or get you in trouble.
- Brainstorm steps for:
  - improving eating habits
  - increasing physical activity
  - developing better posture and carrying habits.

Extend and commit

- Create a mobile with pictures of six positive health habits you have or would like to have. On the back of each piece of the mobile, write one thing you do, or plan to do, to make sure you keep that positive habit.

Sample **Assessment** Activities

- Complete the following statements:
  - "I'm proud of my habit of …"
  - "I'd like to change my habit of …"
  - "I would do this by …"
  - "To keep myself on track I …"

GRADE

3

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–3.3 *The student will* examine that individuals grow through similar stages of development at different rates and at different times.

Sample Learning Activities

Get ready
- Using old magazines and catalogues, cut out pictures of children and adults. Put the pictures in order from youngest to oldest.
- Discuss the clues you used to guess the ages of the people in the pictures.

Explore and apply
- Discuss and define the concept of **life cycle**. For example: All people are different. No two people grow at exactly the same pace and in the same way. Yet, all people have the same steps or stages of growth and development. These stages are periods of time when people grow and develop in certain ways.
- Make a large chart of four development stages and sort your collected magazine pictures on the chart.

Life cycle

Infancy birth – 1½ yrs.	Childhood 1½ – 12 yrs.	Adolescence 12 – 19 yrs.	Adulthood 20 yrs. +

- At the bottom of each column, list characteristics that people in each stage might share.

Extend and commit
- Design a questionnaire to gather information on the physical characteristics of seven- and eight-year-olds in your school. Consider easy-to-measure characteristics, such as height, hand and foot size or number of teeth. Gather the information and display on a graph.
- Discuss how the height of the seven- and eight-year-old students vary but height can still be used to guess how old a child is.

Sample Assessment Activities

- Draw a picture of one person at four different stages of his or her life.

Infancy	Childhood	Adolescence	Adulthood

Include details in your drawing to show how people grow and change at each stage of the life cycle.

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GRADE
3

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–3.4 *The student will* recognize factors that influence unique body characteristics; e.g., genetics, body type, environment.

Sample Learning Activities

Get ready

- Make a list of body characteristics that children in your school might have; for example, brown eyes, curly hair, freckles, eyes that need glasses, long legs, left-handedness.
- Introduce the concept of genetics with a story illustration, such as the following:

  The doorbell rings. Nancy opens the door and suddenly a group of people she hasn't seen in three years pour into her house.

  Aunt Rita hands Nancy a wrapped package and says, "Well, look at you! How you've grown. And you've got such beautiful, red, curly hair! It runs in the family, you know. You look just like my grandmother!" Uncle Michael adds, "And she's going to be tall like her father. I wonder if you will play basketball like he did?"

  Nancy makes a dash to the kitchen wondering, "Aunt Rita's grandmother? Runs in the family? Tall like my father? Basketball? What are they talking about?"

  What Nancy's family is talking about are genes (pronounced jeans). Genes are the little pieces of information inside each of us that help determine what we will be like: tall or short; curly or straight hair; long legs or arms; what talents we have and even our personalities.

Adapted with permission from The Nemours Foundation, Inc., "What Is a Gene?", KidsHealth, 2000, www.kidshealth.org/kid/talk/qa/what_is_gene_prt.htm (April 30, 2001). This information was provided by KidsHealth, one of the largest resources online for medically reviewed health information written for parents, kids, and teens. For more articles like this one, visit www.KidsHealth.org or www.TeensHealth.org.

Explore and apply

- There are three basic factors that influence our individual body characteristics. They are **heredity** (traits that are passed from parents to their children), **environment** (everything around you—from your family and friends to the food you eat and air you breathe) and your **personal choices**. Discuss these three factors and give examples of each.
- Design a chart of these three factors and, working with a partner, sort the list of body characteristics.

Heredity	Environment	Personal Choice
eye colour	strong legs from all the bike riding I do	hair style

- Find examples of body characteristics that might have more than one influence. For example, the gene for curly hair can be inherited. A damp climate can make hair more likely to curl. Or, it could be a personal choice and you could curl your hair every morning with a curling iron!

Outcome W-3.4 (continued)

Extend and commit

- Identify three inherited physical traits, such as eye colour or the ability to curl your tongue. Survey your class to find out how many students have each trait. Graph your results.

Sample Assessment Activities

- Draw a full body portrait of yourself. Label:
  - two body characteristics that you inherited from your parents
  - two body characteristics that are affected by environment
  - one body characteristic that is a personal choice.

Teacher Background

Genetic factors that influence individuality

Genes: The human body contains about 30 000 genes, which are pieces of information that determine individual traits that are inherited from parents. Genes are found on chromosomes which occur in pairs in the body. Each chromosome contains thousands of genes. Chromosomes are located within the nucleus of human cells. Each cell nucleus contains 46 individual chromosomes or 23 pairs of chromosomes. Half of these chromosomes come from one parent and the other half come from the other parent. This explains why a child may look very much like one parent but may have a temperament or talent like the other parent.

Adapted with permission from The Nemours Foundation, Inc., "What Is a Gene?", KidsHealth, 2000, www.kidshealth.org/kid/talk/qa/what_is_gene_prt.htm (April 30, 2001). This information was provided by KidsHealth, one of the largest resources online for medically reviewed health information written for parents, kids, and teens. For more articles like this one, visit www.KidsHealth.org or www.TeensHealth.org.

Individual traits: Some obvious traits passed on genetically are eye colour, hair colour, height and skin colour. Genes also pass on information about individual talents and abilities. For example, the child of two musical parents may have musical abilities also. The child of two athletes may be interested and skilled in sports. When parents have different traits, they are likely to have children with combinations of these different traits.

Individual differences: It is important to note that while children may inherit the genes for certain abilities, their interests may vary slightly or significantly from those of their parents. No matter what traits they have inherited, all children need to see themselves as individuals with unique personalities and abilities. They need to be encouraged to develop their own interests and abilities, and not made to feel that they should be someone or do something else.

An example of genes at work: You can easily see what genes can do if you think about the many breeds of dogs there are. They're all dogs but they look so different. Some breeds have short hair, while others have long, straight or curly hair. Some dogs have brown hair, while others have black, white or red hair. Some breeds weigh a few kilograms and others weigh over 60 kilograms. Dalmatians have genes for white coats and black spots.

Adapted with permission from The Nemours Foundation, Inc., "What Is a Gene?", KidsHealth, 2000, www.kidshealth.org/kid/talk/qa/what_is_gene_prt.htm (April 30, 2001). This information was provided by KidsHealth, one of the largest resources online for medically reviewed health information written for parents, kids, and teens. For more articles like this one, visit www.KidsHealth.org or www.TeensHealth.org.

GRADE 3

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W-3.5 *The student will* apply guidelines from *Canada's Food Guide for Healthy Eating* to individual nutritional circumstances; e.g., active children eat/drink more.

Sample Learning Activities

Get ready

- Review *Canada's Food Guide to Healthy Eating* by brainstorming a list of foods in each category and recording them on chart paper.
- Discuss how the nutritional information on food packaging can help you make healthy food choices. Bring in samples of food labels.

Explore and apply

- Discuss factors that could affect individual food choices; for example,
  - allergies
  - level of activity
  - climate
  - cooking skills
  - food preferences
  - family/cultural traditions
  - finances
  - food preparation time.
- Choose one of the four groups described below and use *Canada's Food Guide to Healthy Eating* to plan two snacks for this group. Consider the individuals in the group and the special factors that might affect their food choices. Design a poster illustrating your snacks and explain the food choices.

  Group A
  This group of six nursery school children has 10 minutes for snacks every morning at 10:30 a.m. They eat in their playroom at tables and they like their food to look fun.

  Group B
  This group of six soccer players has a snack after their one-hour practice. This is a hungry group of athletes!

  Group C
  This group of six teachers needs snacks they can carry outside on recess duty.

  Group D
  Six students meet for Library Club every day and they look forward to a snack. One of the students has a peanut allergy.

Extend and commit

- Design a questionnaire to find out more about the factors that affect individual's food choices. Interview two people and report your findings back to the class.

Sample Assessment Activities

- Draw a web showing at least five factors that affect the food choices in your family.
- Use *Canada's Food Guide to Healthy Eating* to plan one meal for your family. Draw the meal on a dinner plate and write three sentences explaining why you chose those foods.

Outcome W-3.5 (continued)

Teacher Background

Individual food choices

When it comes to healthy eating, no two people are exactly alike. Factors such as age, activity level, illness, allergies, finances and cultural traditions all combine to shape an individual's food choices.

Canada's Food Guide to Healthy Eating recognizes the many factors that influence eating habits. The ranges in the number of recommended servings and the size of servings make the food guide flexible and accommodating. In addition, the wide variety of different foods found in each food group allows people to meet their differing needs in a way that suits their specific life situations. The flexible approach advocated by the food guide means that it is suitable for use by most healthy Canadians over the age of four, including vegetarians, people with food allergies, low income families, athletes and immigrant groups.

Canada's Food Guide to Healthy Eating is based on what nutritionists term the "total diet philosophy." This philosophy is based on the understanding that a healthy diet results from the average of what is eaten over time. Nutritious and less nutritious choices may be balanced over a day or even over several days to meet an individual's needs. For example, a higher fat snack, such as a croissant, can be balanced later in the day by a snack consisting of fresh fruit and whole-grain crackers. Knowing this, students should be encouraged to eat a variety of snack foods as part of their total diet.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Connections

Ideas for promoting healthy food choices

Students can:

- understand that healthy eating and a healthy diet take many forms—there is no one way to eat well
- recognize and be sensitive to the factors that influence their personal food choices and those made by others
- understand the total diet philosophy and apply it to their daily food choices.

Parents can:

- promote tolerance and understanding of individual differences including food choices, not force children to eat foods they truly dislike and respect the limitations of individuals with food allergies
- encourage children and other family members to explore a wide range of nutritious foods reflective of many cultures or approaches to healthy eating
- as a family, prepare a meal from another culture every month.

Communities can:

- provide children with information on the impact of specific health conditions or socio-cultural practices on food choices through presentations by community groups, such as the Allergy/Asthma Association, Canadian Diabetes Association or community-based multicultural groups
- organize or coordinate events that profile cultural diversity and ethnic food choices, such as family dances that include unique ethnic dishes.

GRADE
3

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W-3.6 *The student will* describe the importance of decision-making and refusal skills when offered inappropriate substances; e.g., drugs, tobacco, allergens.

Sample **Learning** Activities

Get ready
- Brainstorm a list of everyday situations in which saying no would be the best and healthiest choice.
- With a partner, brainstorm a list of inappropriate substances people might offer you; for example, cigarettes.
- Review the difference between taking medications appropriately and taking inappropriate substances. For example:
  - if you're sick, the right medications can make you feel better
  - taking an inappropriate substance can make you sick.

Explore and apply
- Discuss how to decide if a substance is inappropriate. Make a list of questions to ask yourself.
- Generate a class list of skills and strategies you can use to refuse inappropriate substances in different types of situations. For example:
  - Firmly say, "No thank you."
  - In a loud voice say, "Leave me alone. I'm going to tell."
  - Run and find an adult you trust and tell him or her what happened.
  - Tell your parents.
- Role-play refusing an offer of an inappropriate substance.

Extend and commit
- Survey the class to identify students' food allergies. Discuss reasons why individuals might decide to eat something even if they know they could have an allergic reaction.

Sample **Assessment** Activities

- In word balloons, write three ways to refuse a cigarette.

- List five situations in which you said yes to choices that enhance well-being. List five situations in which you made healthy choices by saying no or refusing an offer.

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GRADE
3

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☑ Home/School/Community Connections
☑ Student Information
☐ Student Activity Master

W–3.7 *The student will* identify strategies to avoid being bullied in different case scenarios; e.g., communicate whereabouts, get away, say no firmly, avoid dares.

Sample Learning Activities

Get ready

- Discuss the question, *"Why do certain children get picked on at the playground?"* Encourage students to think beyond their own peers and identify factors that may influence negative treatment. For example, people are more likely to be teased if:
  - they are often alone
  - they are small
  - they cry easily.

Explore and apply

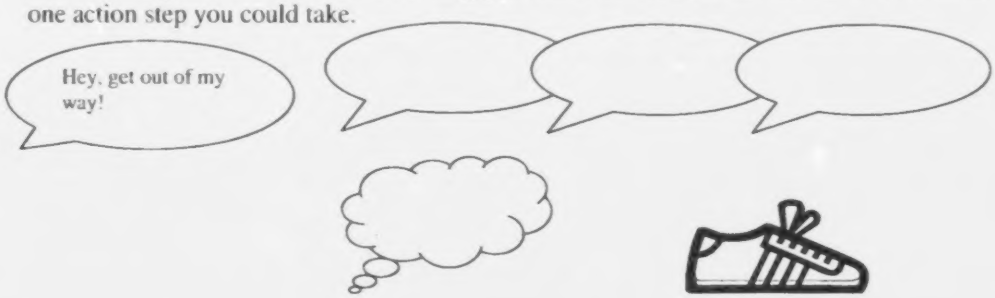
- Brainstorm a list of strategies for dealing with the negative treatment by others. For example:
  - walk away
  - ignore
  - have snappy comebacks.
- Review *Student information master 10: Stop bullying* on page B.11 in Appendix B and add new strategies to the class list.
- Role-play positive responses to the following situations:
  - *someone calls you stupid*
  - *someone butts in front of you at the water fountain*
  - *someone says you can't join in a game at recess.*

Extend and commit

- Discuss what you can do when you see someone being treated badly by others.
- Role-play these strategies.

Sample Assessment Activities

- Use word balloons to write three replies to someone who says, "Hey shrimp, get out of my way or you'll be sorry."
- Use the thought balloon to show one thing you could think about and use the shoe to write one action step you could take.


Hey, get out of my way!

Outcome W-3.7 (continued)

Teacher Background

Bullying and teasing

Students who bully are often unhappy, lonely or frustrated. Bullying gives them an illusion of power. By putting others down, people who bully feel like they are bigger and stronger.

Students who are bullied often feel scared, alone and helpless. They may become depressed and isolate themselves from others.

Chances are, every student in class has seen someone being bullied. Most of these students are part of the silent majority who witness bullying but don't know what to do about it. Students may remain silent or walk away because they are scared that they will be bullied or because they do not know the people involved.

Harassment—conduct or comments that are intimidating, threatening or demeaning. They may be accompanied by direct or implied threats. Although harassment can be directed at personal characteristics, such as a person's race, colour or religious beliefs, the most common form is sexual harassment.

Bullying—when someone keeps doing or saying things to gain power over another person. This can take the form of calling people names, saying or writing nasty things about them, threatening them, or making them feel uncomfortable or scared. If pressed, people who bully may hurt others, take or damage other people's things, or simply make others do things they don't want to do.

Adapted with permission from Campus Crime Stoppers, University of Alberta, *Personal Safety and Security Handbook* (Edmonton, AB: Campus Crime Stoppers, University of Alberta, n.d.), pp. 10, 11.

The key elements of bullying are:

- an imbalance of power
- the intent to harm
- the distress felt by the person who is bullied
- repetition over time which establishes the person who bullies' reputation and power over others (Pepler and Craig, 1999).

Teasing—may often be playful, but is also a serious form of bullying. Teasing is most often verbal. Name-calling is particularly damaging and adults may underestimate its damaging effects.

Victims of bullying and teasing—the targets of bullies are usually students who are weaker, smaller, anxious, reserved, don't have reliable friends, are different in some way, cry easily, appear lonely and disliked, and won't challenge their tormentors.

Why don't children who are being bullied tell?

- They fear adults will over- or under-react.
- They fear revenge.
- They feel embarrassment or shame.
- They believe adults can't help.
- They have been warned or threatened not to tell.
- They believe there's nothing anyone can do.

Outcome W-3.7 (continued)

Students who are being bullied can:

- keep a record of details
- make an appointment with a principal or counsellor
- make a formal written complaint.

What teachers can do to develop an anti-bullying/anti-harassment climate in the classroom.

- Read and discuss related age-appropriate literature.
- Encourage discussion.
- Encourage and reinforce appropriate behaviour.
- Teach and model nonviolent, nonracist, nonsexist attitudes and values as part of everyday instruction.
- Ensure that visual material in the class depicts cultural diversity.

Bullying is reinforced by:

- not being reported
- societal attitudes that suggest it's something that children can work out and that it can be a learning experience.

How teachers can react to bullying.

- Stay calm.
- Talk to both the person who is doing the bullying, the person who is bullied and witnesses. Listen and take notes.
- Expect denial.
- Talk about the behaviour without sarcasm or criticism.
- Let the person who is bullying know the appropriate consequences.
- Reassure the person who is being bullied; show him or her that adults and students can do something about bullying.
- Work with the family.

For more information on bully-proofing, see the Alberta Teachers' Association's Safe and Caring Schools Web site at www.teachers.ab.ca/safe/Resources.html.

Connections

Ideas for promoting a safe and caring environment

Students can:

- be aware that bullying is not acceptable behaviour
- learn and practise, with help from parents and teachers, strategies for standing up to people who bully at school and in the community
- tell a parent, teacher or trusted adult if they are unable to deal with being bullied at school or in the community
- participate in violence prevention or anti-bullying programs within the school
- talk to their parents regularly about what goes on at school.

Outcome W-3.7 (continued)

Parents can:
- ask children about what goes on at school and on the playground
- believe children if they say they are being bullied
- talk to children about their own similar experiences in school
- learn how to talk to children when they talk about being bullied
- help children to learn and practise strategies for standing up to people who bully
- locate and read one of the books on bullying available to parents in most bookstores
- get to know their children's friends and spend time with them
- volunteer at school or in the community to develop relationships with their children's peers
- be observant when interacting with children in school and playground settings.

Communities can:
- support anti-bullying and violence prevention programs in the school and community
- refuse to tolerate bullying observed in local shops and playgrounds
- sponsor local parent programs geared to violence prevention and anti-bullying.

GRADE
3

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☑ Home/School/ Community Connections
☑ Student Information
☐ Student Activity Master

W–3.8 *The student will* employ practices that provide safety for self and others; e.g., describe strategies for safely preparing and storing food.

Sample Learning Activities

Get ready

- Make a list and discuss the rules your family has to ensure you are safe. For example, no cooking when a parent is not home; all sports equipment must be put away; phone home if you stay late after school.

Explore and apply

- Discuss the reasons we have safety rules at home. Write at least three reasons inside a heart.

Our family has safety rules because:
1.
2.
3.

- Discuss rules for safely preparing and storing food.
- Review *Student information master 11: Be safe in the kitchen* on page B.12 in Appendix B.

Extend and commit

- Different families need different safety rules. Discuss how safety practices might change in the following kinds of situations:
  - *both parents work until 7 o'clock every night*
  - *your family has a dog that would bite if she was frightened*
  - *you have a trampoline or swimming pool in your backyard*
  - *your little sister is allergic to peanuts.*
- Identify how other family factors could affect safety rules.

Sample Assessment Activities

- Draw a picture of the single most important safety rule in your family. Write three sentences explaining why.
- Design a fridge magnet outlining three important food safety rules in your family.

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Outcome W-3.8 (continued)

Connections

Ideas for ensuring the safe preparation and storage of food

Students can:

- wash their hands with hot water and soap before and after handling food
- put foods and beverages back into the refrigerator right after using them
- cover their mouths during a cough or sneeze and rewash their hands afterwards
- avoid handling food when they are sick
- keep pets off counters and away from foods
- be aware that canned foods can be contaminated if the cans are swollen, or if the food spurts out or has a bubbly appearance
- use a clean spoon each time they taste food while cooking
- use a clean spoon each time for each condiment they use, such as jam, mayonnaise or peanut butter
- wash counters before and after meal preparation.

Parents can:

- model correct handling of food when preparing meals
- model hand washing and encourage this family habit before and after meals
- talk with children about appropriate handling and storage of food at home, at school and in the community
- post food-safety posters on the refrigerator or in the kitchen as reminders of food-safety habits
- read package instructions with children when they are helping prepare meals
- use coolers and ice or freezer packs to keep food properly chilled on picnics and camping trips.

Communities can:

- model correct handling and preparation of food when acting as community youth leaders
- ensure proper preparation, storage and serving of food at community events
- teach food safety to young people in grocery stores or restaurants as part of tours or field trips.

GRADE

3 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–3.9 *The student will* describe, apply and analyze appropriate safety behaviours in the local community; e.g., street, railway crossings, dugouts, farm equipment, waterfront.

Sample Learning Activities

Get ready

- Compile a list of at least 10 situations in your community where you have to practise safe behaviour.

Explore and apply

- Working with a partner, choose a community situation and draw a picture showing the safe behaviours needed. Write three sentences or safety tips for each picture. Share and discuss with the class.
- In small groups, discuss what would be the safest action in the following situations.
  - *Robert comes home from school to find the door is locked. He doesn't have a key because his mom is usually there when he gets home.*
  - *On her way home for lunch, Emily notices a car following her. A person she doesn't know calls out her name.*
  - *You are walking home from a new friend's house when you realize you've taken a wrong turn and you're not sure what street you are on.*
- Review *Student information master 12: Tips for staying safe when you're away from home* on pages B.13–B.14 in Appendix B.

Extend and commit

- Go on a safety walk in your neighbourhood with a parent. Identify the different situations you see that require safety behaviour. Make a list and bring to class.

Sample Assessment Activities

- Imagine that you are walking your dog in the local park and he runs down to the river. Think about the safety behaviour you will need in this situation. List three things you should do and three things you should not do. Draw a picture to illustrate.

Situation ______________________________

To keep safe:

I need to:	I should not:
1. ____________________	1. ____________________
2. ____________________	2. ____________________
3. ____________________	3. ____________________

Outcome W-3.9 (continued)

Connections

Ideas for keeping safe away from home

Students can:

- get permission before leaving the house to go somewhere
- tell an adult where they are going and when they will be home
- go to public places in groups or with a responsible adult
- use well-travelled streets, avoid back alleys and empty lots especially near or after dark
- avoid using public washrooms alone
- be aware of the Block Parent symbol and know where Block Parent houses are in the neighbourhood
- be aware of where the nearest telephone, corner store, fire hall and police station are in the neighbourhood
- be aware of what is normal in their neighbourhood, such as what people are in certain places at certain times and the kinds of activities that happen every day
- be aware of what to do if strangers approach or offer rides
- know how to find security guards, salesclerks or other adults who can help if students become separated from their families
- know their home phone number, mom and dad's work numbers and cell phone numbers.

Parents can:

- encourage children to ask permission before leaving home
- encourage children to give details of where they are going, who they are with, what they will be doing and when they will be returning
- teach children how to identify and react to suspicious circumstances
- point out Block Parent symbols, and places and activities that are normal when walking or driving in the neighbourhood
- make a game of identifying potential problems in the neighbourhood while walking; e.g., poorly lit alleys, isolated parking lots, abandoned houses, wooded areas, cars stopped near parks
- teach children to avoid danger by walking in groups, telling adults where they are going, staying away from potentially dangerous places and circumstances
- teach children to yell for help, run to the nearest safe location and tell an adult or police officer what happened
- always accompany children to parks, malls or activity grounds, or find a responsible chaperone.

Communities can:

- support the Block Parent program and encourage community members to participate
- support and provide a local urban or rural crime watch program
- encourage community members to report suspicious behaviours in the neighbourhood
- teach public safety behaviours when working as a community youth leader.

Some of the ideas for students and parents have been adapted with permission from "E" Division Crime Prevention/Community Policing, Royal Canadian Mounted Police, *Parents Guide to Street Proofing Your Children* (Ottawa, ON: Royal Canadian Mounted Police Public Affairs Directorate, 1988). © (2002) HER MAJESTY THE QUEEN IN RIGHT OF CANADA as represented by the Solicitor General of Canada.

GRADE

3 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/ Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–3.10 *The student will* describe and apply age-appropriate behaviours when encountering an emergency; e.g., call for assistance, do not move an injured person.

Sample Learning Activities

Get ready
- Discuss situations in which you might use basic first aid and write them on chart paper.
- Brainstorm basic first-aid techniques that a child your age might need to use. This could include:
  - getting help
  - not moving the injured person
  - covering the injured person with a blanket
  - applying pressure to a cut
  - checking for breathing.
- Review *Student information master 13: Basic first aid* on page B.15 in Appendix B.

Explore and apply
- Working in small groups, choose a situation from the chart and use the student information master to identify a first-aid technique to use in this situation.
- Role-play the situation and demonstrate the appropriate first-aid techniques you might use.

Extend and commit
- Design a poster for a specific first-aid technique.
- Discuss how to protect yourself from contact with another person's blood. For example:
  - using plastic gloves
  - washing hands
  - using the injured person's own hands to apply pressure.

Sample Assessment Activities

- Draw a picture and write three sentences explaining how you would help a friend who:
  - has a nose bleed
  - burned his or her hand on the barbecue
  - fell off the playground equipment and may have a broken leg.

Connections

Ideas for helping children deal effectively in emergency situations

Students can:
- be aware that there are things they can do to help in an emergency
- be aware of when and how to use 911
- participate in family fire drills
- be able to recite their home phone number and parents' work and cell phone numbers
- be able to recite their address correctly
- know where the family first-aid kit and bandages are located in the home
- learn basic first aid for bleeding, choking and burns through school or community-based programs for children
- observe their parents if an emergency happens in the home or neighbourhood
- assist parents in helping a sibling with an injury.

Outcome W-3.10 (continued)

Parents can:

- model correct procedures when encountering emergencies in the family or neighbourhood
- talk to children about what to do in an emergency
- keep a child-safe first-aid kit in the home and ensure children know where it is and how to use it
- encourage children to learn first-aid basics through school or community programs; go with them if possible
- ensure that all children in the family know the correct procedure for using 911
- ensure that all children can recite their phone number and address in case of emergency
- create a fire escape plan as a family and practise regular family fire drills.

Communities can:

- provide or sponsor first-aid training for children through local agencies
- provide presentations to school children about safety and handling emergencies through local health care and emergency personnel.

GRADE

3 Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

☐ Teacher Background
☑ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

R–3.1 *The student will* recognize the effects of sharing positive feelings on self and others; e.g., express appreciation to self and others.

Sample Learning Activities

Get ready

- Think about a time this week when another person shared a positive feeling with you. Discuss with a partner.
- Think about a time this week when you shared a positive feeling with another person. Discuss with a partner.

Explore and apply

- Complete the following statements in your journal:
  - "A feeling I like to share is …"
  - "Sharing feelings with others …"
  - "When others share a feeling with me, I …"
  - "When I share a feeling with others, I …"
- Discuss "Why do we share positive feelings with others?" (Answers could include: to create good feelings, to encourage others, to build confidence, to show appreciation.)
- Brainstorm a list of positive feelings you could share with:
  - your parents
  - your friends
  - your teachers.
- With a partner, role-play situations of two people sharing a positive feeling, such as:
  - *Teena really enjoyed Mrs. Larison's art activity and stayed after class to tell her.*
  - *Pia finally learned how to stop on her inline skates and was able to skate the whole trail near her house without falling. She couldn't wait to tell her friend her news!*
  - *Alan is reading a great book that other kids in the class might enjoy. He brings it to school to show his friends.*

  Discuss how each of the people in the role-play feel.

Extend and commit

- Design thank-you cards to express appreciation to others.

Sample Assessment Activities

- Draw a cartoon panel showing Jay sharing good news about a new baby brother with at least two other people. Use words and pictures to show how this sharing of positive feelings could affect both Jay and the others.

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Outcome R-3.1 (continued)

Connections

Ideas for sharing positive feelings

Students can:
- be aware that they influence their feelings about themselves by the self-talk they use
- be aware of the benefits of complimenting themselves or others
- make a habit of paying one sincere compliment per day to someone in the family
- learn positive and encouraging messages to give themselves when facing challenges or difficulties.

Parents can:
- model positive self-talk in the home by articulating their positive thoughts out loud
- make a habit of paying at least one sincere compliment to each member of the family every day
- listen to children and help them to reframe their self-talk when they put themselves down
- talk to children about their positive feelings and encourage them to share feelings and experiences.

Communities can:
- show appreciation to children and adults through local media
- celebrate community successes publicly
- model positive self-talk when acting as group or club leaders within the community
- compliment children in the community for positive efforts and attitudes.

GRADE
3

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENTS:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–3.2 *The student will* demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g., demonstrate good manners when expressing feelings.

Sample Learning Activities

Get ready

- As a class, complete a triple T-chart of what good manners look, sound and feel like. Post it in the classroom.

Explore and apply

- Discuss why good manners are important. (They are a way to make other people feel more comfortable and a way to show you care about the feelings and well-being of others.)
- Brainstorm a list of ways to share the following feelings.

Express feelings

	Healthy ways	Unhealthy ways
Excitement		
Frustration		
Happiness		

- Use the ideas from the brainstormed list to role-play the safe and appropriate expression of feelings in situations, such as:
  - *You just won a draw at the local mall. You can invite one friend to go with you to pick up your brand new bicycle.*
  - *This is the third time you've gone to the computer lab this morning. Each time, someone was working at the station you want to use.*
  - *You made 100% on your math test. This is a big improvement and you want to share your news.*
  - *Three of your friends are going skiing this weekend. You have to stay home and help your mom clean out the basement. Your friends want to talk about the ski trip.*

Extend and commit

- Design a series of mini-posters showing how good manners create good feelings.

Sample Assessment Activities

- Draw a four-panel cartoon showing a safe and appropriate way to express excitement about winning first prize at the Science Fair. Show how your expression of feelings affects at least one other person.

GRADE
3

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENTS:
☐ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

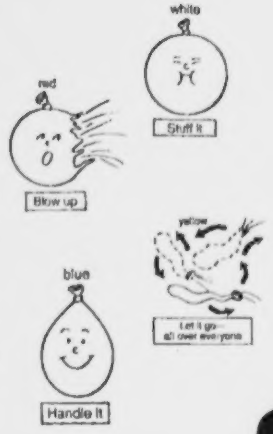
R–3.3 *The student will* develop, with guidance, strategies to deal with stress/change.

Sample Learning Activities

Get ready

- Use four coloured balloons to demonstrate some of the psychological responses to stress.
  1. Blow up a white balloon until it can't be blown up any further. Tie it off carefully. Discuss its qualities. For example, it's nice to look at but it could pop easily. You could use it for decoration, but not to play with.
  2. Blow up a red balloon until it pops. Discuss what happened. For example, it blew up and fell apart. It exploded.
  3. Blow up a yellow balloon fully, then pinch it off with your fingers for a few seconds. Now let go. Discuss what happened. For example, it was out-of-control. It could scare people.
  4. Blow up a blue balloon, just enough. If necessary, let out a little air before you tie it off. Toss it around and discuss its qualities. For example, it's flexible and bounces back. It can take being tossed around.

  Discuss which colour balloon you feel like most of the time.

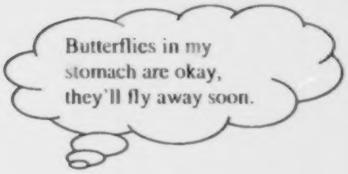


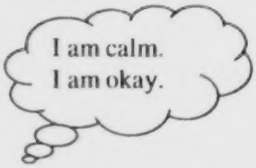
Explore and apply

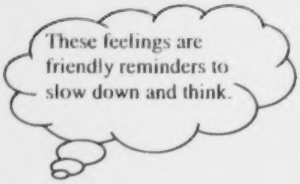
- Work in small groups and discuss:
  - the definition of stress
  - common stressors
  - physical signs of stress.
- As a class, brainstorm a list of feelings and thoughts you might have in a stressful situation.
- Discuss the importance of recognizing these signs so that you can solve a problem, make a change or pay special attention to a specific area of your life.

Extend and commit

- Draw three self-talk thought balloons for coping with stress. For example:


Butterflies in my stomach are okay, they'll fly away soon.


I am calm.
I am okay.


These feelings are friendly reminders to slow down and think.

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Outcome R-3.3 (continued)

Sample Assessment Activities

- Complete the following sentences:
  - "Signs that I'm feeling stress include …"
  - "This is my body's way of telling me …"
  - "I can handle this by …"

Connections

Ideas for handling stress effectively

Students can:

- talk to their parents, older siblings or trusted adults when things are bothering them
- take time to relax every day
- get plenty of exercise
- eat properly at school and at home
- learn and practise problem-solving skills with help from parents
- learn to say positive things to themselves when they are feeling tense or frustrated.

Parents can:

- ensure that children eat properly, and get plenty of exercise and sleep
- show affection consistently to ensure children feel safe and secure
- help young children express how they feel, using words they understand
- take children's frustrations and problems seriously, and take time to listen
- provide time for children to unwind and relax; planned activities are good, but too much activity in the schedule makes children tired
- help children develop good problem-solving skills.

Communities can:

- support community activities for children run by local agencies.

GRADE
3

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENTS

- ☐ Teacher Background
- ☑ Home/School/Community Connections
- ☑ Student Information
- ☐ Student Activity Master

R–3.4 *The student will* develop, with guidance, effective communication skills and strategies to express feelings; e.g., appropriate expression of anger.

Sample Learning Activities

Get ready

- Discuss the statement, "It's okay to feel angry but it's not okay to act mean."
- Think of other feelings and behaviours, and complete the sentence frame: "It's okay to feel ________ but it's not okay to act ____________."

Explore and apply

- With a partner, complete an *Anger dos and don'ts* list.

Anger dos and don'ts

Things that DO help when you're angry:	Things that DON'T help when you're angry:
________________	________________
________________	________________

- Review *Student information master 14: Four steps for controlling anger* on page B.16 in Appendix B.
- Brainstorm a list of strategies for staying calm. Include samples of effective self-talk.
- Practise different ways to say you're angry without blaming, name-calling or put-downs. For additional ideas, review *Student information master 15: Ways to say you're angry without blaming, name-calling or put-downs* on page B.17 in Appendix B.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

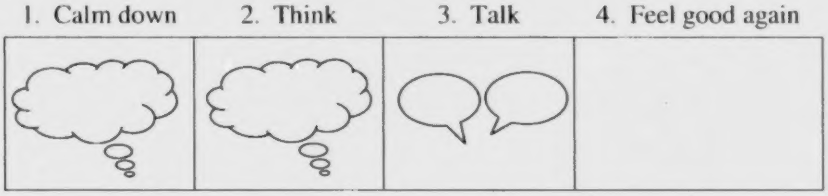
Extend and commit

- Discuss and practise strategies for effectively communicating your feelings when you are sad, embarrassed and nervous. How can you use anger-management strategies to help you express feelings effectively?

Outcome R-3.4 (continued)

Sample Assessment Activities

- Draw a cartoon strip showing how you could communicate your angry feelings if your friend forgot to meet you at the playground like he promised he would. Include a panel for each of the four steps.



Connections

Ideas for developing effective anger-management skills

Students can:

- be aware that there are proper and improper ways of expressing anger
- practise strategies for controlling anger with help from parents
- make a choice to use "I-messages" when expressing displeasure
- practise stating their feelings without blaming.

Parents can:

- use "I-messages" when expressing displeasure in the home or neighbourhood
- model effective ways to control anger
- assist children in expressing their anger appropriately by helping them choose the right words
- discuss inappropriate ways of expressing anger seen on television or in movies.

Communities can:

- support locally-run parent groups for anger management
- provide positive role models in the community through clubs and groups for children
- model appropriate ways of expressing anger when working with the public in the community.

GRADE
3

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–3.5 *The student will* develop strategies to build and enhance friendships.

Sample Learning Activities

Get ready

- Draw a large brick wall on the board or on poster paper. Discuss how we can build walls between ourselves and others with words and actions. Write words on the wall that describe actions or feelings that interfere with friendship; for example, gossip, anger, teasing.

Explore and apply

- Draw a large footbridge spanning the distance between two friends. Write words across the deck of the bridge that describe feelings or actions that bring people together in friendship; for example, laughter, honesty, encouragement.
- Discuss and role-play strategies for:
  - disagreeing in an agreeable way
  - giving and receiving compliments
  - being a good listener.
- Brainstorm a list of additional skills needed to be a good friend. Choose one skill from the list and work with a partner to create a tip sheet for developing the skill.

Extend and commit

- Choose a friendship skill you would like to improve. Use your journal to write a plan for improving the skill.

Sample Assessment Activities

- A new student named Lee has just moved to your school. You would like to build a friendship with Lee. Draw and write about three strategies you can use.

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GRADE
3

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–3.6 *The student will* demonstrate inclusive behaviours regardless of individual differences or circumstances; e.g., physical, emotional, cultural, economic.

Sample Learning Activities

Get ready
- Discuss what it feels like to be the last one chosen for a team. What are some of the thoughts and feelings that go through your head?

Explore and apply
- Discuss ways to let your partner or other team members know you are willing to work with them.
- Discuss how an individual has the right to prefer the company of certain people and dislike others. But everyone has the right to feel welcomed and valued, especially in a classroom.
- Role-play what you might say to a new partner who is **not** one you would have chosen. For example, you could say, "It will be fun working with you," or "This is a good chance to get to know you better."
- Practise a variety of ways to find partners or form groups. Make sure you say something welcoming to your new team members. (See *Instructional Strategies*, page 69 of this guide.)

Extend and commit
- Use pictures, drawings and captions to design a poster affirming *Everyone belongs in this classroom* or *All people are welcomed and valued.*

Sample Assessment Activities

- Design a cartoon strip to show how you might handle the following situation.
  - *You and BJ are playing kickball and you notice the new girl in your class is standing alone by the wall. You suggest to BJ that you ask the new girl to join your game, but he says, "No, forget it. She's not as good a player as we are. It won't be any fun."*

Connections

Ideas for promoting inclusive behaviours
Students can:
- invite new students to family outings or birthday parties
- choose shy students for groups and games
- speak respectfully about children who are different
- include all children in school and neighbourhood activities
- recognize that all people are unique and different.

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-3.6 (continued)

Parents can:
- model inclusive language when having discussions, watching television or movies
- talk to children about diversity and tolerance of differences, using language they will understand
- encourage children to make friends with children who are new to the neighbourhood
- encourage children to invite a variety of peers/friends to activities
- provide opportunities for children to make friends with a wide variety of children their age
- spend time with families, both similar and different
- speak respectfully of people with disabilities or who are different.

Communities can:
- model inclusive and respectful language when working in the community
- provide employment or volunteer opportunities to people with disabilities and celebrate their successes publicly.

GRADE
3

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☑ Student Activity Master

R–3.7 *The student will* examine the effects of conflict on relationships.

Sample **Learning** Activities

Get ready

- Post these four signs in the classroom, one in each corner: *A lot, Sometimes, Once in a while, Never*. Read a list of:
  - **people** you could have conflicts with
  - **places or situations** you might have conflicts
  - **issues** that might cause conflicts.

  For each example, students move to the corner that represents how often they experience that type of conflict. Encourage students to look around after they have chosen their corner to see how conflict affects others.

Explore and apply

- Brainstorm a list of conflicts a Grade 3 student might experience.
- Working with a partner, choose one conflict and use *Student activity master 26: Effects of conflict* on page C.27 in Appendix C to examine strategies for coping with and resolving conflict.

Extend and commit

- In small groups, develop a reader's theatre piece that explores how conflict can affect relationships in situations, such as:
  - *Amandeep fails a math test. How could this affect relationships with the teacher and his parents?*
  - *David and Conrad have a disagreement on the soccer field. Conrad takes his soccer ball and leaves the field. How could this affect other students?*
  - *Rainey is worried that her mom and dad aren't getting along. She's very quiet at school and doesn't join her friends at recess. How could conflict between her mom and dad affect other people?*

Sample **Assessment** Activities

- Use the *Effects of conflict* student activity master to examine how an argument with a friend at recess could affect both of you.

GRADE 3

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☐ Student Information
- ☑ Student Activity Master

R–3.8 *The student will* develop skills to work cooperatively in a group.

Sample Learning Activities

Get ready

- Do an Idea builder on the concept of **cooperation**.
- Brainstorm a list of teams, such as sports teams or teams of scientists.
- Discuss what makes each team successful. For example:
  - they have a shared goal
  - everyone works together
  - everyone plays a role or position on the team
  - everyone knows and respects each others' responsibilities in their roles or positions.

Explore and apply

- Brainstorm a list of times during the school day when working as a team is important. For example, when keeping the classroom clean, when working on a group project or when making a list of ideas.
- Working in small groups, brainstorm skills to use when working with others in groups; for example, using eye contact, responding to ideas, inviting others to talk, expressing support, listening, using positive body language. List the skills on a chart and post them in the classroom for further reference and discussion.

Cooperation

- Work in a small group of five or six people and pretend you are stranded on a desert island. Take 15 minutes to brainstorm your plans for survival. Share your plans with the class. Discuss what cooperative skills your group used to make the joint plan.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit

- Discuss the importance of having a team of people to help you with your learning.
- Make a picture of your learning team. Include all of the people who help you learn, such as your teacher, friends and parents.
- Make mini-posters encouraging cooperation. Post them in the gym and near the outside doors.

Outcome R-3.8 (continued)

Sample Assessment Activities

- Rate your cooperation skills on this self-evaluation scale.

Rate your cooperation skills

Circle the number to show if you demonstrate this behaviour:
1 – none of the time
2 – some of the time
3 – most of the time
4 – all of the time

		None of the time	*Some of the time*	*Most of the time*	*All of the time*
A.	**Follow the rules**				
	• I follow the rules of the group.	1	2	3	4
B.	**Contribute**				
	• I help the group plan its activities.	1	2	3	4
	• I help others to achieve group goals.	1	2	3	4
C.	**Work cooperatively**				
	• I understand my job in the group.	1	2	3	4
	• I finish my job.	1	2	3	4
	• I help to avoid or settle disagreements.	1	2	3	4
	• I help the group stay on topic and finish its job.	1	2	3	4
D.	**Communicate**				
	• I share my ideas.	1	2	3	4
	• I support the opinions of others with facts.	1	2	3	4
	• I do not interrupt others.	1	2	3	4
	• I listen to the ideas of others.	1	2	3	4
	• I ask for information.	1	2	3	4
	• I thank others for their ideas.	1	2	3	4

Put a star (*) beside the one behaviour you want to do more of.

Adapted with permission from Barrie Bennett, Carol Rolheiser-Bennett and Laurie Stevahn, *Cooperative Learning: Where Heart Meets Mind* (Toronto, ON: Educational Connections, 1991), p. 140.

See *Student activity master 27: Rate your cooperation skills* on page C.28 in Appendix C.

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GRADE
3

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–3.9 *The student will* encourage fair play through modelling; e.g., model fair play and safe play practices to cross-age groupings.

Sample Learning Activities

Get ready

- As a class, review the definition of fair play and discuss how people learn to play fairly. How do young people learn what fair play looks, sounds and feels like?

Explore and apply

- Brainstorm a list of favourite group games you can play in the classroom and on the playground.
- In small groups or pairs, choose one game and design a *How to play* instruction sheet, using friendly and easy-to-understand language. Think about ways you can make the game even more fun by creating additional opportunities for everyone to participate and cooperate.
- Organize a *Learn a new game* event during recess. Teach children in other grades your game, and model fair-play and safe-play practices.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit

- Invent a new cooperative game for students at your school.
- Design and publish a book of group games called *How to have fun at recess*.

Sample Assessment Activities

- Draw a picture of the cooperative game you played at recess. Write three sentences explaining why this activity was safe and how it promoted fair play.

Teacher Background

Principles of fair play

- Respect the rules.
- Respect the officials and their decisions.
- Respect your opponent.
- Give everybody an equal chance to participate.
- Maintain your self-control at all times.

To make games more fun:
- play simple games with simple rules
- maximize use of available equipment
- plan quick routines to get organized and lined up
- keep active
- de-emphasize scoring; use different kinds of scoring
- spend more time playing than explaining or disciplining
- give short, clear, simple instructions
- provide lots of skill development and practice time before applying skills to the larger game.

Adapted from Deanna Binder (ed.), *Fair Play for Kids: A Handbook of Activities for Teaching Fair Play* (Gloucester, ON: Fair Play Canada, 1995), Unit 1, p. 6; Unit 2, p. 4. Adapted with permission of Spirit of Sport Foundation.

Outcome R-3.9 (continued)

Sample cooperative games

Find the leader

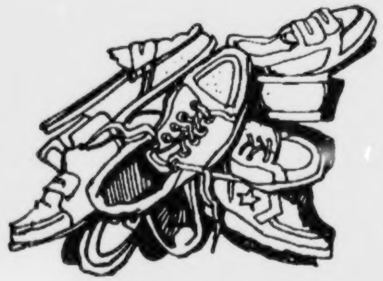
Fair play objective: group cooperation, changing roles

- Arrange yourselves in a circle so you can see all the other students in the class. Pick a guesser who will leave the room for a few minutes. Now pick a leader.
- The object of this activity is to follow all the movements of the leader but to prevent the guesser from figuring out who the leader is. If the leader puts his or her hands on his or her own head, all of you put your hands on your heads as quickly as you can.
- Now bring in the guesser who will stand in the middle of the room and watch as you all follow the actions of the leader. Don't look directly at the leader. That makes it too easy for the guesser. When the guesser picks the leader, or after three wrong guesses, other students can become leader and guesser.

Human tangles

Fair play objective: teamwork and cooperation

- Stand in a circle of about 10 players.
- Place your hands in the center of the circle and take hold of the hands of two people who are not standing next to you.
- Now, as a group, untie the knot without releasing your hands.



Shoe twister (aka Cinderella)

Fair play objective: teamwork and cooperation

- Remove one shoe and place it in a pile.
- Everyone picks up someone else's shoe, and while holding the shoe (any way you can think of), everyone joins hands forming a large circle.
- Each of you then locates the owner of the shoe you are holding.
- Exchange shoes without breaking your joined hands.
- Once all of the shoes are returned to their owners, reform the circle, make another pile of shoes and start over again.

Imitation jazz

Fair play objective: group cooperation, changing roles

- Pick a player to start some simple movements with the class; e.g., snapping fingers, clapping, tapping toes, touching noses.
- The next player repeats the movements of the first player and adds a new movement.
- The third player repeats the first two movements and adds another.
- Go around the circle until everyone has had a turn. If someone forgets the movement, then that person begins a new round.
- Play this to music for even more fun.

Adapted from Deanna Binder (ed.), *Fair Play for Kids: A Handbook of Activities for Teaching Fair Play* (Gloucester, ON: Fair Play Canada, 1995), Unit 2, pp. 17–18. Adapted with permission of Spirit of Sport Foundation.

Outcome R-3.9 (continued)

Connections

Ideas for promoting fair play

Students can:

- spend time playing with younger siblings or neighbourhood children
- volunteer as classroom helpers for groups of younger children
- help younger children resolve minor conflicts encountered while playing games
- demonstrate a positive attitude while playing games in teams
- be good sports whether their teams win or lose
- encourage younger or smaller children to participate and try.

Parents can:

- spend time playing games with their children and their children's friends
- model a positive attitude about trying and winning when playing with children
- praise or reward children when they demonstrate good attitudes and leadership
- help children work through conflicts when younger children are involved.

Communities can:

- provide opportunities for young children to play together in community teams, clubs and groups
- model positive attitudes and fair play when acting as coaches, mentors or group leaders.

GRADE
3

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENTS
☑ Teacher Background
☐ Home/School/Community Connections
☑ Student Information
☐ Student Activity Master

L-3.1 *The student will* develop and demonstrate test-taking skills; e.g., adequate preparation, predicting questions, dealing with test anxiety.

Sample Learning Activities

Get ready

- List three reasons why it is important to prepare for tests; for example, to reduce stress, get better marks, look smarter, learn new things.
- As a class, discuss test-taking strategies; for example:
  - highlighting key words in directions
  - putting a star beside questions you don't know (so you can come back to them later)
  - checking your answers twice.

Explore and apply

- Work with a partner and brainstorm a list of questions for your next unit test in social studies or science. Trade questions with another group.
- Discuss how predicting questions will make you a more successful test taker.
- Review tips on *Student information master 16: Getting ready for a test* on page B.18 in Appendix B.

Extend and commit

- List three things you could do at home the night before a test. For example:
  - get a good night's rest
  - eat a healthy breakfast
  - review the material you will be tested on
  - use positive self-talk.
- List five things you could do in class each day so you will be better prepared for tests. For example:
  - pay attention during instruction
  - reread notes and textbooks
  - ask questions when something isn't clear
  - talk about what you've learned.

Sample Assessment Activities

- Write an advice letter in response to the following question.

Dear Problem Solver,
I want to get better marks on my social studies tests. What can I do?
Sincerely,
Worried

Teacher Background

Taking tests

Students are most likely to be successful if they begin with a good attitude about tests. Tests are an opportunity for them to show what they know. If they do well, they know that they have learned well. When students do not do well, they have a chance to go back and spend more time on the parts they do not know yet. Negative attitudes—for example, that tests are too hard, too long or too much work—will not help students be successful.

Studying

- Start early and study several times. Don't leave studying to the end or study for long periods of time.
- Read over your notes. Reading out loud is more effective.
- Practise doing math problems that were harder than others.
- Over learn. That means, keep studying even after you know it. This helps if you get nervous when writing tests.
- Ask an adult to quiz you.
- Play *Jeopardy*.
- Make and use flash cards.
- Teach someone else the information.
- Draw pictures or diagrams and label the parts.
- Make practice tests and do them.

Adapted with permission from Dana Antayá-Moore and Catherine M. Walker, *Smart Learning: Strategies for Parents, Teachers and Kids* (Edmonton, AB: Smart Learning, 1996), p. 10.

Taking the test

Use the SCORER formula.

S—Schedule your time. Look over the whole test. Decide how much time you have for each question. Use up all the time given.

C—Clue words give you help. Sometimes one question has part of an answer to another question.

O—Omit the hard questions. Skip questions you don't know, but mark them and come back to them later. Stay calm. When you come back to them, read them over more than once. If you still can't figure out the answer, take your best guess. Don't leave any blanks.

R—Read directions carefully. Highlight key direction words.

E—Estimate your answers. Make a guess and ask yourself, "Does this make sense?" If the test indicates how many marks the question is worth, make sure you include one point for each mark.

R—Review your work. Read over your answers three times. Ask—"Is this what I want to say? Does it make sense? Can someone else read and understand my answer? Is this the best answer?"

Adapted from Deborah A. Murphy et al., *Exceptions: A Handbook of Inclusion Activities for Teachers of Students at Grades 6–12 with Mild Disabilities*, 2nd edition (Longmont, CO: Sopris West, 1988–1994), pp. 109–110. Adapted with permission of Sopris West.

GRADE
3

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–3.2 *The student will* identify ways individuals learn in various environments.

Sample **Learning** Activities

Get ready

- Brainstorm a list of all the places you learn outside school.

Explore and apply

- Imagine that you would like to learn more about cartooning, horseback riding or volcanoes. Work with a partner and brainstorm a list of ways you could learn more about one of these. Share your ideas with the class.
- Draw a picture and write a sentence about one thing you have learned this year:
  - at home
  - watching television
  - reading a book
  - talking with a friend
  - on the playground
  - using the computer
  - by yourself
  - in your neighbourhood.

Extend and commit

- Interview a parent or other adult and find out one new thing this person has learned since leaving school. Find out why he or she chose to learn the new skill or information. What other new things would he or she like to learn about?
- In your journal, identify one thing you would like to learn more about and write a plan for how you could start this learning.

Sample **Assessment** Activities

- Draw a picture and write sentences describing three new things you would like to learn by the time you are 16. Explain why you want to learn these things and how you will learn them. Consider the places and people that may be part of this new learning.
- Create a web showing at least five ways you learn outside school.

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GRADE
3

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENTS:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☑ Student Activity Master

L–3.3 *The student will* generate alternative solutions to a problem, and predict consequences of solutions; e.g., how they could affect physical, emotional, social wellness.

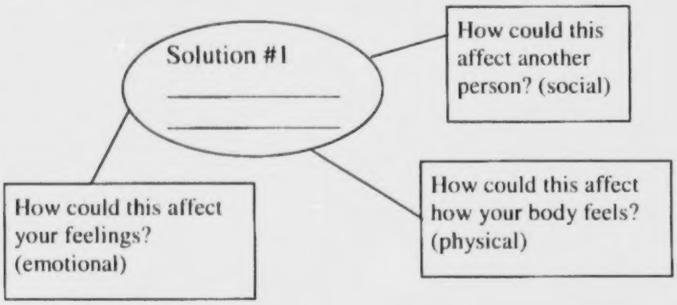
Sample Learning Activities

Get ready

- As a class, define and discuss the terms **solution** (an act or means of solving a problem, an answer or decision), **alternative** (another possibility), **predict** (to make a statement about what might happen in the future) and **consequence** (what happens as a result of a certain action).

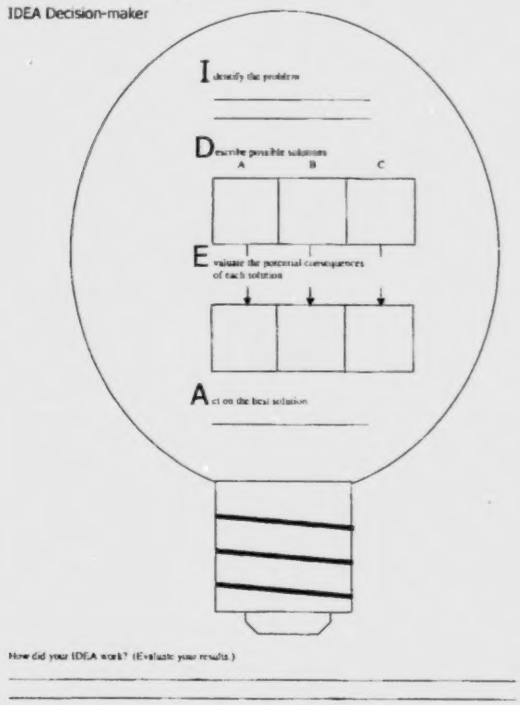
Explore and apply

- Imagine that you forgot to bring your lunch to school. There are several possible solutions, including:
  - going without lunch
  - calling home to see if someone could bring your lunch to school
  - asking your friend to share lunch with you.
- Working with a partner, consider the possible consequences of each solution. Record your ideas on a chart like this:


Solution #1
How could this affect another person? (social)
How could this affect your feelings? (emotional)
How could this affect how your body feels? (physical)

Outcome L-3.3 (continued)

- Examine and discuss the IDEA decision-making model. See *Student activity master 28: IDEA decision maker* on page C.29 in Appendix C.


IDEA Decision-maker
Identify the problem
Describe possible solutions
A
B
C
Evaluate the potential consequences of each solution
Act on the best solution
How did your IDEA work? (Evaluate your results.)

- Use the IDEA decision-maker to explore alternative solutions and potential consequences for sample problems, such as the following.
  - *You missed the bus after school.*
  - *You're saving your allowance to buy a new CD-ROM and you have about half the money you need. The computer store in your neighbourhood has the CD-ROM on sale. The sale ends this week.*
  - *You want to watch one television show but your sister wants to watch something else. The programs are on at the same time and your family has one television.*

Extend and commit

- Write a story about an important decision you made in the past that had positive consequences. Describe the consequences.

Sample Assessment Activities

- Use the IDEA decision-maker to show solutions and possible consequences for the following situation.
  - *Your friend lent you a book and you lost it on the bus. What can you do?*

GRADE 3

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☑ Student Activity Master

L–3.4 *The student will* identify the steps of the goal-setting process, and apply these components to short-term personal goals.

Sample Learning Activities

Get ready

- As a class, discuss the question, "What is a goal?"
- Discuss what a goal means in sports. For example, in soccer or football, players try to get the ball through the goal to score.
- Discuss how setting personal goals is similar to scoring points in sports. For example, when we reach a goal, we score good feeling points because we have shown that we can do a specific task or job.
- To demonstrate what a goal is, set up a large ladder in the classroom with a cardboard star hanging above it. Write a goal on the star. Discuss how setting a goal is like reaching for the star—to reach it, you must climb the steps one at a time. Make cards showing each step of the action plan and tape them to each step of the ladder.

Explore and apply

- Read a story about a character who sets out to accomplish a specific goal. In pairs, identify the steps taken by the character to reach his or her goal. Record them on a goal-setting sheet.
- Discuss the SMART method of setting successful goals.
  S — specific
  Is my goal to the point?
  M — measurable
  Can I show evidence that I have met my goal?
  A — action plan
  What steps will I need to achieve this goal?
  R — realistic
  If I work hard can I reach my goal?
  T — timeline
  Have I set a timeline to reach my goal?
  See *Student activity master 29: Goal-setting sheet* on page C.30 in Appendix C.
- As a class, use a goal-setting sheet to create examples of action plans for improving school skills, such as:
  - learning multiplication tables
  - improving score on weekly spelling test
  - reading more books.

Extend and commit

- In small groups, identify people in your life who set goals for themselves.

Sample Assessment Activities

- Use the goal-setting sheet to write a goal about improving your performance in a specific sport or physical activity. Make sure it is a SMART goal.

Outcome L-3.4 (continued)

AAC ...
Everyday assessment tools for teachers

- To download the teacher-developed assessment activity *I Can Achieve It*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 3: *I Can Achieve It*.

GRADE
3

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

L–3.5 *The student will* examine personal skills and assets; e.g., physical, verbal, intellectual.

Sample **Learning** Activities

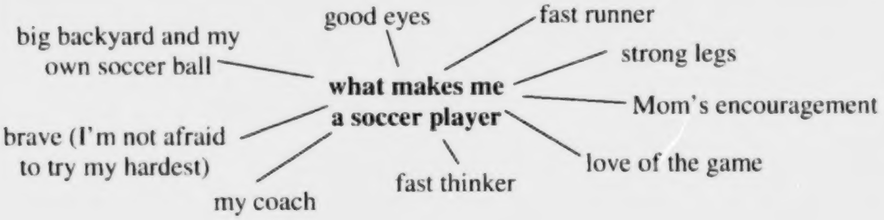
Get ready

- Use a chart with different categories to generate a list of personal skills and assets a Grade 3 student might have.

Physical	Emotional	Intellectual	Social

Explore and apply

- Choose one role in your life that is important to you, such as learner, athlete, friend, family member or musician.
- Make a web and list all the personal skills and resources that help you in this role.


what makes me a soccer player
good eyes
fast runner
strong legs
Mom's encouragement
love of the game
fast thinker
my coach
brave (I'm not afraid to try my hardest)
big backyard and my own soccer ball

- Share and discuss with a partner.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- In your journal, identify five personal skills that you would like to develop. How could you do this?

Sample **Assessment** Activities

- Make a list of 10 personal skills that help you be a good learner.

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GRADE 3

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–3.6 *The student will* examine the responsibilities associated with a variety of age-appropriate roles; e.g., family member, friend.

Sample **Learning** Activities

Get ready

- Define the concepts of **role** (what a person is expected to do) and **responsibilities** (duties or things one is expected to look after or get done).
- Brainstorm a list of 10 things you did at school today, 10 things you did at home and 10 things you did in your neighbourhood or community. Discuss how each of these activities reflects a role you have. Name the roles and responsibilities associated with each activity.

Explore and apply

- Design a questionnaire to gather information about the different responsibilities other children your age might have. Generate a list of questions about their activities and responsibilities. For example:
  - What chores do you do at home?
  - Do you play a musical instrument?
  - Are you a brother or sister?
  - Do you have a pet?

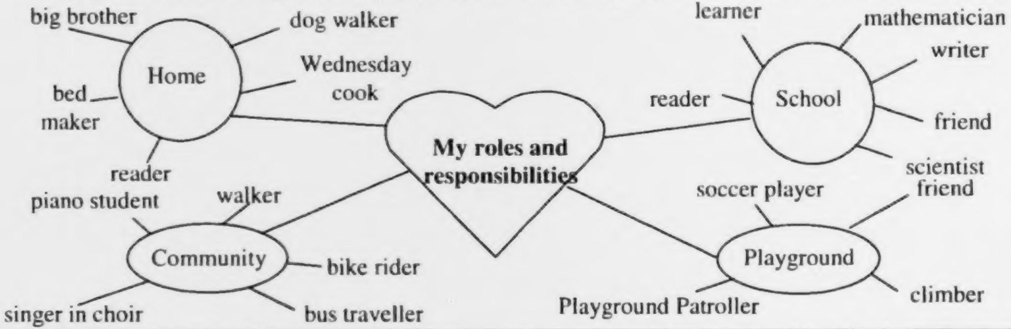
  Interview a number of students your age and share the data with the class. Use this information to make a list of different roles and responsibilities a student in Grade 3 might have at home and at school.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit

- Interview your parent or another adult to find out how the roles and responsibilities they had as a child compare to those of a typical student in Grade 3 today.
- Use your questionnaire with a sample group of students who are older. How are their roles and responsibilities different from those of typical students in Grade 3?
- In your journal, identify three more roles and responsibilities you would like to have at this time in your life. Explain why.

Sample **Assessment** Activities

- Create a web showing at least 10 roles you have at home, at school and in the community.


My roles and responsibilities
Home
big brother
dog walker
Wednesday cook
bed maker
reader
School
learner
mathematician
writer
reader
friend
scientist
Community
piano student
walker
bike rider
singer in choir
bus traveller
Playground
soccer player
friend
climber
Playground Patroller

GRADE
3

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENTS:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–3.7

The student will assess how individual contributions can have a positive influence upon the family, school and community.

Sample **Learning** Activities

Get ready

- Challenge your class to do a "wave"—the domino-like cheer popular at sport events. Use this image to discuss the ripple effect: how the actions of one person can affect others.

Explore and apply

- Choose a recent event at school, such as a concert. Working with a partner, web all the ways individuals contributed to the success of the event. Discuss the importance of individual contributions to the whole community.
- Brainstorm a list of ways you can use your talents to make:
  - your family a happy family
  - this school a better place to learn
  - your community a better place to live.

Extend and commit

- Invite a representative from the local volunteer centre to speak to the class about volunteer opportunities for young people.
- Identify three types of volunteer service that you might like to try in the future.

Sample **Assessment** Activities

- Design a mini-poster showing three ways you can make a positive contribution to your family, school and community.

GRADE
3

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L-3.8 *The student will* select and perform volunteer tasks as a class or as a group.

Sample Learning Activities

Get ready
- Discuss what it means to volunteer.
- List volunteer opportunities in your school; for example, helping Kindergarten students get ready for recess, holding the door open for others at bell time or picking up garbage in the playground.

Explore and apply
- Choose one volunteer project for your class to do within the next six weeks. Develop an action plan and carry out the project for a specified time.
- Write and present a report on your volunteer project. Use photos, demonstrations and quotes to show what you learned from the project and how the school community benefited.

Extend and commit
- Use the Internet to research ideas for other class volunteer projects.

Sample Assessment Activities

- Draw a picture and write five sentences explaining how your class volunteer project made the school a better place to learn.

GRADE 4

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

W–4.1 *The student will* explore the connections among physical activity, emotional wellness and social wellness.

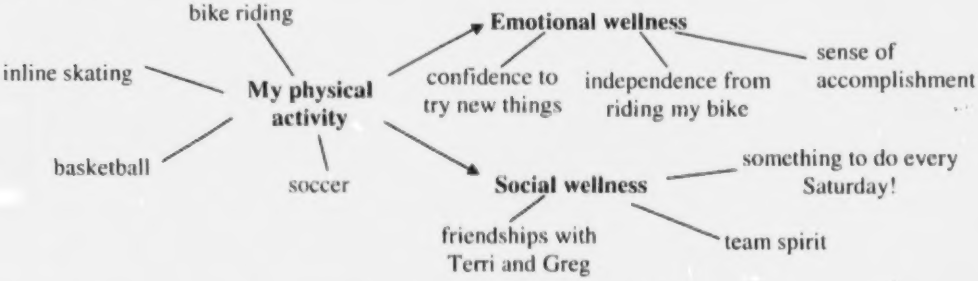
Sample Learning Activities

Get ready

- Brainstorm a list of all the physical activities students in the class participated in over the past year.

Explore and apply

- Discuss the question "How could an increase in physical activity improve your emotional and social wellness?"
- Draw a web showing how your physical activity affects your emotional and social wellness. Use key words and pictures to illustrate at least three points for each branch of your web.


bike riding
inline skating
My physical activity
basketball
soccer
Emotional wellness
confidence to try new things
independence from riding my bike
sense of accomplishment
Social wellness
something to do every Saturday!
friendships with Terri and Greg
team spirit

- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Interview several adults to find out what physical activities they do. How do these activities affect their emotional and social wellness?

Sample Assessment Activities

- Write a paragraph about a physical activity you enjoy. Describe how it makes you feel physically and how it affects your emotional and social wellness.

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Outcome W-4.1 (continued)

Teacher Background

Increasing physical activity

Increased physical activity can improve your appearance, increase stamina, improve the quality of sleep and improve overall health by reducing the amount of time you are ill.

Emotional well-being is improved through a general pride in accomplishment, improved self-confidence and learning new ways to better handle anxiety and anger.

Many physical activities, such as sports or dancing, are done in groups and provide opportunities for making friends and enjoying the company of others.

Physical activity:

- improves strength and endurance
- builds healthy bones and muscles
- helps control weight
- reduces anxiety and stress
- increases self-esteem and confidence
- improves blood pressure and cholesterol levels
- improves relationships
- develops friendships
- creates a feeling of calmness
- reduces depression
- provides a sense of accomplishment.

Consequences of not being physically active (for young people)

- The number of overweight young people has increased—the percentage has more than doubled in the last 30 years.
- Inactivity and poor diet cause many preventable deaths; only tobacco use causes more.
- Adults who are less active are at greater risk of dying from heart disease and developing diabetes and other serious illnesses. This is increased if they have been inactive in their youth as well.
- Inactive youth are more likely to smoke.
- Inactive youth are more easily bored.

The following are examples of moderate physical activity for young people:

- walking 3 kms in 30 minutes
- bicycling 8 kms in 30 minutes
- dancing fast for 30 minutes or jumping rope for 15 minutes
- playing basketball for 15–20 minutes or volleyball for 45 minutes.

Young people can build healthy bodies and establish good habits by including physical activity in their daily lives. To maintain good health, it is important to get active in elementary school and stay active as you grow older.

Adapted from American Health Foundation, *Know Your Body Curriculum: Grade 3 Teacher's Manual* (Dubuque, IA: Kendall/Hunt Publishing Co., 1995), pp. 134, 135. Adapted with permission of Kendall/Hunt Publishing Co.

GRADE

4

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–4.2 *The student will* examine the impact of environmental factors on personal health, and develop positive environmental health habits; e.g., exposure to the sun, second-hand smoke, noise, extreme cold/heat.

Sample Learning Activities

Get ready

- As a class, discuss the question: "What is environmental health?"

Explore and apply

- Make a class list of health issues that affect our environment, such as pollution, second-hand smoke and car exhaust.
- In pairs, discuss the effect each health concern has on the environment and on people's health.
- Share your ideas with the class and record the information on a T-chart. For example:

What it is	What it does
second-hand smoke	*makes people with allergies cough and sneeze*

- Review *Student information master 17: Dangers of second-hand smoke* on page B.19 in Appendix B and *Student information master 18: Sun safety* on page B.20 in Appendix B. Add information from these sources to the T-chart.

Extend and commit

- Design a poster or placard to carry at a rally protesting a particular environmental concern. Your poster should include at least one fact and one solution.
- Discuss the risks of exposure to direct sun. Review basic guidelines for wearing hats, wearing sunglasses, drinking water and using appropriate sunscreen. Does your school have a sun-safe policy? How can you promote sun safety in your school?

Sample Assessment Activities

- Draw a picture and write four sentences about an important environmental health concern and how we can make changes to improve the situation.

Teacher Background

Dangers of tobacco smoke

Tobacco smoke from a cigarette, cigar or pipe contains more than 4000 chemicals, such as nicotine, cyanide (poisonous gas), methane (used for rocket fuel), formaldehyde (used for preservation of dead body tissue), arsenic (used for rat poison) and acetone (nail polish remover).

Carbon monoxide, present in tobacco smoke, is the same poisonous gas found in automobile exhaust. It decreases the amount of oxygen in blood.

Outcome W-4.2 (continued)

The solid particles in tobacco smoke, consisting of hundreds of chemicals, are called tar. Tar prevents the normal exchange of oxygen and carbon dioxide in lungs, contributing to shortness of breath and lack of endurance. As you smoke, tar coats your lungs and increases your risk of lung cancer.

Adapted with permission from *Teaming Up for Tobacco-Free Kids: Teachers' Resource Kit* (Section V, Fact Sheet 3), Health Canada, 2000. © Minister of Public Works and Government Services Canada, 2002.

Connections

Ideas for helping families protect themselves from the sun

Students can:
- wear hats when spending time in the sun
- wear sunscreen for outdoor sports, walking to school and other outdoor activities
- help younger students or siblings apply sunscreen before going outside.

Parents can:
- ensure all family members use sunscreen
- model wearing hats and ensure children wear hats when out in the sun for extended periods
- assist children with application of sunscreen in hard-to-reach areas that are at risk, such as back of the neck, back and shoulders
- find creative ways to create shade, like building a fort with blankets and clothesline.

Communities can:
- provide canopied areas in local parks or activity areas
- plant trees to provide future shade
- model wearing of hats and sunscreen when acting as youth leaders.

Ideas for supporting a smoke-free environment

Students can:
- be aware that breathing in someone else's cigarette smoke is dangerous.

Parents can:
- agree as a family to ensure that no one smokes inside the house; ask visitors to smoke outside; post signs at main entrances to let visitors know your home is smoke free
- take the family to smoke-free restaurants when you eat out; arrange to stay in smoke-free hotel or motel rooms on family vacations.

Communities can:
- promote smoke-free environments in public places, such as malls, public offices and restaurants
- sponsor tobacco prevention programs in schools and in the community
- model nonsmoking behaviours when acting as youth leaders in the community
- respond positively when children ask adults not to smoke due to allergies or other health concerns.

GRADE
4

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–4.3 *The student will* ***describe physical, emotional and social changes that occur during puberty; e.g., menstruation, secondary sexual characteristics, changing identity and moods***.

Sample Learning Activities

Get ready

- Use the chart below to generate ideas about how people's interests, abilities and emotions change over the years. Share and discuss ideas.

Changes

Right now–		
I am interested in …	I can …	I feel …
When I'm 13–		
I'll be interested in …	I will be able to …	I will feel …
When I'm my parents' age–		
I'll be interested in …	I will be able to …	I will feel …

Explore and apply

- Working in small groups, make a list of 25 words or phrases describing the emotions and feelings a 10-year-old child might have. Discuss.
- Use reference books, videos and other materials to develop a student information sheet of how girls and boys change during puberty. Record the information on a Venn diagram to compare and contrast changes that both sexes experience.

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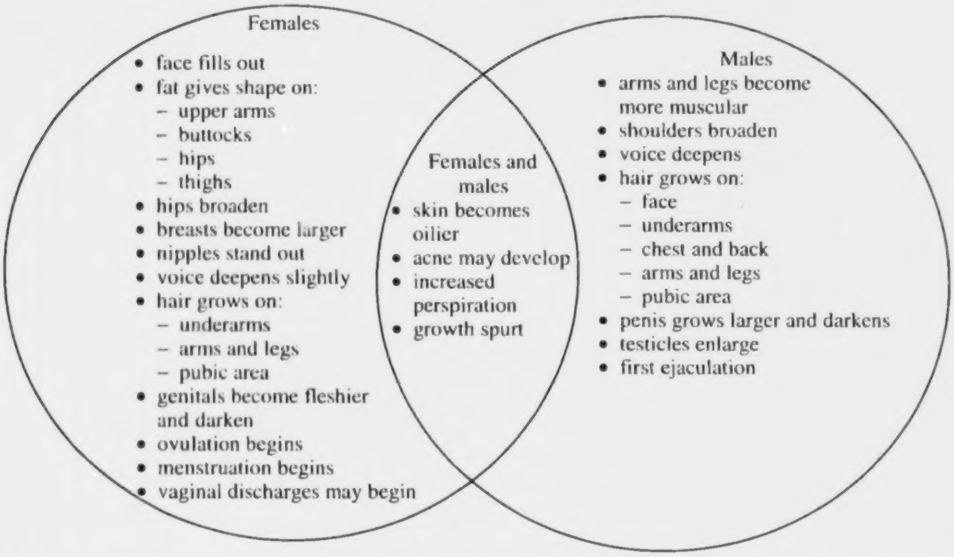
Please Note

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

Outcome W-4.3 (continued)

Puberty—Physical changes



Females
- face fills out
- fat gives shape on:
  - upper arms
  - buttocks
  - hips
  - thighs
- hips broaden
- breasts become larger
- nipples stand out
- voice deepens slightly
- hair grows on:
  - underarms
  - arms and legs
  - pubic area
- genitals become fleshier and darken
- ovulation begins
- menstruation begins
- vaginal discharges may begin

Females and males
- skin becomes oilier
- acne may develop
- increased perspiration
- growth spurt

Males
- arms and legs become more muscular
- shoulders broaden
- voice deepens
- hair grows on:
  - face
  - underarms
  - chest and back
  - arms and legs
  - pubic area
- penis grows larger and darkens
- testicles enlarge
- first ejaculation

Originally appeared in *Sexuality: An Education Resource Book* (p. 260). Adapted with permission of Judith Campbell.

- Look back on the *Changes* chart and discuss how specific changes in your interests and abilities may affect how you feel about your body and yourself.

Extend and commit

- In your journal, complete the following statements:
  "When I am 12 …"
  "When I am 16 …"
  "When I am 25 …"
- Interview parents and other adults about how their interests and abilities changed from the time they were in Grade 4 through adolescence.

Sample Assessment Activities

- In your own words, write a definition to show you understand the concepts of **puberty** and **maturation**.
- Complete the following statements:
  - "I am mature when I …"
  - "I want to be mature enough to …"
  - "Maturation means …"
  - "Puberty is …"
  - "I know my body is maturing when …"

Outcome W-4.3 (continued)

Teacher Background

Instructional strategies

During the teaching of these human sexuality outcomes, teachers may choose to use instructional materials such as blackline drawings, charts and overhead transparencies. Teachers are encouraged to use these diagrams in the context of the classroom and avoid distributing copies to students. These kinds of diagrams, taken out of the classroom context, may lead to misunderstanding of the instructional intent.

What is puberty?

Puberty is the period during which the individual becomes physiologically capable of reproduction and secondary sexual characteristics develop. It is a stage of rapid body growth and rapid development of body functions.

This period begins early in the teenage years. Females usually begin puberty before males, but both experience much change during this time.

Each individual's development is unique. There are wide individual differences in the age at which puberty begins, the amount of growth which takes place and the speed of development. These differences are natural.

Heredity, the characteristics carried in the chromosome messages of the parents, plays a major role in the growth and development of the offspring. Hair colour, eye colour, height and stature are just a few characteristics that are influenced by inherited factors. During puberty, these characteristics mature, taking on a more adult look.

Other factors influence the growth and development of a person. The quality of nutrient intake plays a major role. Poor nutrition has a serious negative effect on a person's growth and development.

Growth and development

Growth and development are terms that often appear together but have separate and distinct meanings. Growth refers to the increase in size of a body part. For example, an individual grows in height, as bones, the corresponding muscles and other body parts grow. Development refers to the increased functioning, action or maturity of an organ or gland. For example, the reproductive organs develop during puberty.

Physical changes during puberty: Female

For females, there is much sexual development during the years of puberty. Between the ages of 10 and 18, the first menstrual period occurs. This and many other physical changes that the female experiences during puberty are directly related to estrogen and progesterone secretions. Girls may experience vaginal discharge up to one year before menstruation begins.

During puberty, there is a rapid physical growth. Girls gain both height and weight. The hips widen as the pelvis becomes more broad and padded with fat. The breasts enlarge as fat is deposited and the duct system develops. The sweat glands begin to secrete and body odour becomes more noticeable. As well, sebaceous glands secrete oil, more than the skin ducts can handle. These ducts can become plugged, causing blackheads and whiteheads which, if infected, turn to pimples and acne.

Also with puberty comes the growth of pubic hair and hair in the armpit. As well, soft, pale facial hair appears, and hair begins to grow on the arms and legs.

The size of the reproductive organs increases.

Physical changes during puberty: Male
For males, first ejaculation usually signifies puberty. Most development for males begins at 10 to 12 years of age and continues for several years. Many of the changes in this period can be attributed to testosterone secretions.

Puberty is a period of rapid physical growth. Both height and weight gains result as bones thicken and lengthen. The shoulders and chest broaden. There is an increase of muscle tissue and with it comes an increase in strength that is sometimes initially accompanied by a lack of coordination.

Puberty also brings about changes in the skin and sweat glands. Sweat glands begin to secrete and body odour becomes noticeable. The oil secretions from the sebaceous glands plug some skin ducts, and blackheads, whiteheads, pimples and acne may appear.

Pubic hair begins to grow. Underarm hair soon follows. Later in adolescence, facial hair, beard and other body hair will appear. Finally, there will be an indentation of the hairline, a masculine trait.

There is an increase in size of reproductive and other organs.

One noticeable and significant change is that of the voice. During puberty, the larynx enlarges and the vocal cords lengthen. The male voice will eventually be lowered by an octave, but likely not before the sometimes embarrassing occurrence of rough pitch and sudden octave change known as "cracking." This is caused by the sudden shortening of the vocal cords as one speaks. As the vocal cords develop and mature, this becomes much less likely to happen.

During puberty, the male becomes capable of producing sperm, ejaculating and experiencing nocturnal emissions.

Menstrual cycle
Menstruation is a visible sign of puberty in females. This menstrual cycle will continue more or less regularly for the next 30 to 40 years of a woman's life.

Once every 28 days, on the average, the female body releases an egg and prepares itself for the possible implantation of this egg if it becomes fertilized. To do this, an egg is stimulated to grow and the uterus lining prepares for implantation. About 21 days later, if no fertilization takes place, the uterus sheds its lining to become menstrual flow. This mixture of cells, blood and mucus forms the menstrual discharge. Total discharge is approximately 200–250 mL (although this can vary) with blood being only 35–50 mL of the menstrual fluid.

For most women, a cycle of 28 days is common. However, wide variations are possible; menstrual cycles may range from 20 to 40 days. Menstrual flow can last for as little as two days or as long as seven days; five days is the average.

The first menstrual flow can occur at any time between the ages of 10 and 16. Girls should be informed about menstruation before age 10. They can experience vaginal discharge up to one year before their first period begins.

It is common for teenagers to experience irregular menstrual flows with varying lengths of duration. In adolescence, the estrogen level is still fluctuating greatly; a teenager may experience one menstrual flow and then wait several months for another one. As well, a teenager may not be ovulating even though menstruation occurs. This can occur because the body is producing enough estrogen to create a lining for the uterus, which is then discharged, but not enough progesterone is being produced yet for ovulation to occur. Teenagers who are menstruating will not be able to tell whether or not they are ovulating. It may take several years for the menstrual cycle to become regular; usually one's cycle is established by the age of 18.

Secondary sexual characteristics

Female

- pubic hair
- facial hair
- underarm hair
- other body hair
- breast development
- menstruation
- widened hips
- changes in body contours
- softened skin

Male

- pubic hair
- underarm hair
- other body hair
- facial hair (beard)
- indentation of hairline
- widening of shoulders and chest
- muscular development
- changes in body contours
- voice change
- toughened skin

Originally appeared in *Sexuality: An Education Resource Book* (pp. 39, 43, 44–45, 46). Adapted with permission of Judith Campbell.

GRADE
4

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–4.4 *The student will* examine the various factors that influence body image; e.g., culture, media, peers, role models, weight loss industry.

Sample **Learning** Activities

Get ready
- In your journal, complete the following statements:
  - "I feel good about myself when …"
  - "I feel uncomfortable about myself when …"
  - "I wish I was …"
  - "I'm glad I'm not …"
  - "I'm glad I'm …"

Explore and apply
- Discuss factors that may affect how we feel about ourselves and our bodies.
- Working with a partner, go through magazines and collect pictures of young people from ads. Make a collage called *Ads tell us that* … Examine the ads and identify what messages they send about how young people should look, dress, think and act.
- Discuss other sources of messages about how young people should dress and act, look and think.
- With a partner, do a think–pair–share of how the perfect young person should look, from head to toe. Discuss whether or not this is realistic. How interesting would it be if everyone looked similar?

Extend and commit
- Find pictures of three people who are physically attractive and who appear to be healthy looking but do not conform to conventional standards of beauty. Discuss why you consider these people good looking.
- Think about books and stories that you've read. How do the characters feel about themselves and their bodies? Make a P–M–I chart.

Plus	Minus	Interesting

  - In the "Plus" box, name characters who feel proud, confident, accepting of themselves and their bodies.
  - In the "Minus" box, name characters who feel worried, unhappy or uncomfortable with their bodies.
  - In the "Interesting" box, name characters who have an interesting view of their bodies, that is neither positive nor negative.

Sample **Assessment** Activities

- Complete the following statements:
  - "Body image is …"
  - "The messages from television about body image are …"
  - "My friends seem to feel that bodies should be …"
  - "A good role model for healthy body image is …"
  - "The things that influence me the most about how I feel about my body are …"

Outcome W-4.4 (continued)

- Choose one ad from a magazine aimed at young people and answer the following questions.
  - What is the message of the ad?
  - What does this product promise?
  - What wants or fears of adolescents does this ad address?

Connections

Ideas for promoting and developing a positive body image

Students can:

- be aware of the variety of body types within family and groups of friends, and know that all body types can be healthy
- look for varieties of body types among television and media personalities
- talk to their parents or older siblings about body image concerns
- appreciate their own physical talents and abilities, such as athletic abilities, musical dexterity and artistic abilities
- be aware that one's physical body makes up only a part of who one is or can be.

Parents can:

- be aware that the beginning of puberty can bring about changes that affect body image
- be aware that puberty changes begin gradually but often earlier than parents might expect
- make a conscious effort to have and model healthy behaviours and attitudes related to body image
- be aware that negative comments about body size and type can be damaging to children's developing sense of worth
- be available to listen and talk when children have questions or concerns about body image
- help your child develop strategies to handle teasing
- understand that feelings and concerns related to body image may surface in other ways, such as through behaviours or attitudes
- ensure that siblings do not tease each other about body size or image
- make a conscious effort not to compare body types among family, friends and celebrities in unproductive ways, such as, "She would look much better if …"
- help your child understand that diversity in body shape and size is normal and natural—all types deserve respect.

Communities can:

- provide positive role models through clubs and community youth groups.

GRADE
4

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–4.5 *The student will* analyze the need for variety and moderation in a balanced diet; e.g., role of protein, fats, carbohydrates, minerals, water, vitamins.

Sample Learning Activities

Get ready

- Compare the human body to a car. The car needs fuel:
  - to provide energy to make it move
  - to keep passengers warm in cold weather.

  Discuss how humans use fuel in their bodies.
- Introduce the concept of serving ranges and sizes. Discuss how all foods contribute to our diets but some foods need greater emphasis. Use the rainbow graphic on *Canada's Food Guide to Healthy Eating* to explain this concept; the bigger the band on the rainbow, the more often foods from that group should be chosen. Visit Health Canada's Web site at www.hc-sc.gc.ca/hppb/nutrition/index.html to order or download a copy of the guide.

Explore and apply

- Keep a food diary for one week. Bring it to class and share information gathered.
- Discuss the importance of **variety** and **moderation** in a diet and identify examples of each from students' food diaries.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Create Food Wanted ads that describe the functions of different foods. The ad should not name the food but should describe it and its function. For example, "Wanted: cold white food that pours into a glass. Must be rich in calcium and able to build strong bones and teeth." Display the ads and have other students guess the identity of the foods.

  Adapted with permission from Dairy Farmers of Ontario, *Nutrition P.I.: Primary Ideas for Active Learning*, Revised Edition (Mississauga, ON: Dairy Farmers of Ontario, 1999), p. 52.
- Design a personal food guide illustrating your favourite food choices in each food group.

Sample Assessment Activities

- List 10 foods you ate over the past three days. Beside each, describe how that food contributed to your health.
- Complete the following sentences:
  - "You need variety in your diet because …"
  - "Moderation means …"
  - "I know my diet is balanced when …"

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Outcome W-4.5 (continued)

Teacher Background

Components of a healthy diet

Optimum nutritional health is dependent on a diet that provides a wealth of nutrients in balanced proportion. Using *Canada's Food Guide to Healthy Eating* as a template can help simplify this task. When followed consistently, an eating plan based on Canada's Food Guide will provide most Canadians with all the nutrients needed for good health.

Balance, moderation and variety are the guiding principles of *Canada's Food Guide to Healthy Eating*. These three principles play a critical role in achieving optimum nutritional health.

In practical terms, balance describes the notion that there is no one food or food group that determines if an eating pattern is healthy. Instead, the nutritional characteristics of any one food or meal can be evened out or balanced by choices made at other meals or on other days. For example, fruit for dessert at suppertime can balance a brownie eaten as an after-school snack.

Moderation is a concept that is closely tied to balance. In terms of healthy eating, moderation means that no food or food groups are over-emphasized. Over-emphasizing one food or food group can lead to shortages in other key areas and inadequate nutrient intakes. Recognizing this, moderation lays the foundation for balanced eating.

Variety means eating many different kinds of foods prepared in different ways. Choosing a variety of foods helps promote optimum nutrient intake and taste enjoyment.

Essential nutrients come from all four food groups and the other food category. The following table outlines the key nutrient contributions of each group or category.

Key nutrient	**Function**	**Key source (by food group)**
Carbohydrate	Energy source	• Grain products • Vegetables and fruit
Protein	Growth and repair	• Meat and alternatives
Fat	Energy source	• Other foods • Meat and alternatives • Milk products
Calcium	Development and maintenance of bones and teeth	• Milk products
Other vitamins and minerals	Energy breakdown or metabolism, immunity, supports for growth and repair of body tissues	• Grain products • Vegetables and fruits • Milk products • Meat and alternatives

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Outcome W-4.5 (continued)

Connections

Ideas for promoting healthy food choices

Students can:

- seek out opportunities to vary their food choices by choosing different kinds of foods
- monitor their own eating habits to ensure that moderation and balance are evident.

Parents can:

- serve as role models for healthy, balanced eating
- make a variety of nutritious foods available to children from the four food groups
- cue children to moderate their intake of specific foods if it becomes evident that one food or food group is dominating children's food choices
- point out the nutrition information found on food labels while grocery shopping
- involve children in meal planning and preparation.

Communities can:

- provide additional resource materials and information on healthy eating through the regional health authority
- support initiatives to help ensure that all children have access to healthy, nutritious foods.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–4.6 *The student will* examine and evaluate the health risks associated with smoking and various forms of tobacco.

Sample Learning Activities

Get ready

- Brainstorm a list of reasons why people smoke.

Explore and apply

- Brainstorm other unhealthy and unpleasant results of smoking. These could include:
  - smoker's cough and other serious respiratory diseases
  - shortness of breath
  - discoloured teeth and fingers
  - bad breath and smelly clothes
  - expensive.
- Review *Student information master 19: Tobacco facts* on page B.21 in Appendix B. Design a board game or *Jeopardy*-type game to review the information.
- Record or bring to class warning labels from cigarette packages and ads. Discuss the risks and how people respond to and use this information.

Extend and commit

- Design a poster for a rally protesting the effects of second-hand smoke. Include a statement about why this type of smoke is a health risk.
- Take on the role of an advice columnist and write a response to the following letter.

Dear Advice Person,
I am a 13-year-old girl and I have been smoking since I was 11. I started because my friends smoked and I wanted to fit in. My best friend convinced me it was the best way to make sure I stayed thin when I became a teenager. I've tried to quit, but it's hard. Can you help me? Is it that big a deal if I keep smoking?
Signed,
Breathless

Sample Assessment Activities

- Create a triple T-chart of how cigarette smoking could affect how a person looks, feels and sounds.

A person who smokes cigarettes …		
Looks like:	Sounds like:	Feels like:

- Design a health warning for tobacco product packaging.

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Outcome W-4.6 (continued)

Teacher Background

Facts about tobacco and your body

- When first trying, smoking can make you sick to your stomach, dizzy or give you diarrhea.
- Nicotine causes the blood vessels to shrink so they cannot absorb as much oxygen and deliver it to the rest of the body. Oxygen is needed by all body cells in order for people to live and grow.
- There are tiny brush-like structures called cilia inside the lungs. Cilia sweep germs and dirt out of the lungs to prevent infections. Cigarette smoke damages and eventually destroys these cilia. Once this happens, the lungs cannot be cleaned out and they become susceptible to diseases, such as chronic bronchitis or emphysema.
- A constant invasion of the lungs by polluted air (including cigarette smoke) can cause cells to change and grow improperly. Cells can grow out of control; cancerous tumours can develop. Cigarette smoke is a major cause of lung cancer.
- Smoking decreases blood flow to the skin. This leads to leathery looking skin and increased wrinkling.
- Using tobacco can decrease your immune system, causing you to get ill more often. Tobacco use can also affect acne and the condition of your hair.
- Tar from cigarettes stains teeth and fingers yellow.
- Smoking is a major cause of heart disease. Nicotine causes the heart rate to increase and can put extreme stress on the heart by elevating blood pressure.
- Cigarettes, pipe tobacco and cigars all contain the same harmful chemicals. If you don't inhale, you may have fewer lung problems but you increase your risk of throat, mouth and lip cancer.
- Tobacco use has also been associated with many other health problems, such as bowel disorders, osteoporosis, cataracts and sleep problems.
- Research shows that "light" cigarettes are not likely to reduce the risk of lung disease. In fact, some light cigarettes produce levels of tar and carbon monoxide much higher than regular cigarettes.

Used with permission from *Teaming Up for Tobacco-Free Kids: Teachers' Resource Kit* (Section V, Fact Sheet 2), Health Canada, 2000. © Minister of Public Works and Government Services Canada, 2002.

Outcome W-4.6 (continued)

Facts about smokeless tobacco

- Smokeless tobacco is tobacco that you chew or sniff. There are several different forms of smokeless tobacco, including snuff, chew and plug. These products are placed between the lip or cheek and gums and then sucked to mix with saliva. The tobacco is then spit out or swallowed.
- Smokeless tobacco is just as dangerous to your health as smoking cigarettes. Although it doesn't cause lung cancer, it does increase the risk of mouth, throat and stomach cancer, heart disease, dental disease, stomach problems, and loss of taste and smell.
- Smokeless tobacco is as addictive as smoking. The nicotine is rapidly absorbed through the membranes in the mouth, causing an even quicker "buzz."
- Holding an average-sized chew in your mouth for 30 minutes gives you as much nicotine as smoking four cigarettes. Smokeless tobacco has 10 times the cancer-causing substances found in cigarettes.
- Many young people try smokeless tobacco because they see athletes using it. Several sporting leagues have prohibited players, coaches and officials from using smokeless tobacco.
- Smokeless tobacco use among Albertans aged 10 to 19 is more than double the national average: 20 percent of Alberta teens surveyed have tried chewing tobacco.
- Studies show that 40 percent to 50 percent of smokeless tobacco users develop oral leukoplakia—a sore—in the mouth that can become cancerous.
- Using smokeless tobacco results in an increased production of saliva that users often spit on the ground. This spreads germs. Users often have bad breath.

Adapted with permission from *Teaming Up for Tobacco-Free Kids: Teachers' Resource Kit* (Section V, Fact Sheet 5), Health Canada, 2000. © Minister of Public Works and Government Services Canada, 2002.

Outcome W-4.6 (continued)

Connections

Ideas for becoming aware of the health risks of smoking

Students can:

- be aware that all forms of tobacco and all uses of tobacco are dangerous to their health
- be aware that addictive habits can start with just trying an addictive substance like tobacco
- participate in a peer education project about the harmful effects of tobacco use
- practise assertiveness and resistance skills in responding to peer pressure
- get involved in supervised community youth activities after school or on the weekends
- write letters to public officials and local newspapers about tobacco-related health concerns
- create an ad campaign or a video against the use of tobacco and tobacco products
- encourage the drama teacher to offer a classroom presentation on the side effects of tobacco use
- host a Tobacco Trivia contest as a lunch-hour event
- participate in developing consequences for smoking on school property.

Parents can:

- talk to children about the harmful effects of tobacco and its uses
- explain to children that smoking, chewing and using snuff are all harmful and potentially addictive
- talk to children about resistance skills, generating examples of different ways to say "no" or walk away from a situation involving smoking or tobacco
- try role-playing some resistance-skill ideas and discuss their effectiveness
- know their children's friends and their friends' families
- model healthy choices regarding tobacco use in home and personal life
- share stories from their own adolescence involving peer pressure and resistance
- help children stay physically active, as active children are less likely to smoke
- help children learn to manage stress and balance time so they can avoid getting too busy or bored
- start a peer leadership program to encourage girls aged 10–15 to stay physically active and smoke free.

Communities can:

- uphold the *Tobacco Act* in all local stores and businesses where tobacco products are sold
- model healthy behaviours and choices regarding tobacco use when acting as community youth leaders
- provide assertiveness and resistance-skill workshops for children, teens and families
- sponsor or organize positive, supervised activities for community children
- volunteer as supervisors for community youth activities
- offer in-school cessation programs for parents and staff
- create a cross-age Tobacco Leadership Team, including school council, staff, local retailers and health organizations to work together to reduce smoking
- encourage smoke-free sports teams.

GRADE 4

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–4.7 *The student will* describe and demonstrate passive, aggressive and assertive behaviours; e.g., assertive strategies for use in dealing with bullies.

Sample Learning Activities

Get ready

- Discuss the meaning of the words **aggressive** (forceful, openly hostile), **passive** (not active, offering no opposition) and **assertive** (positive, forthright).
- Generate a bank of words, gestures, facial expressions and body language, and classify these as aggressive (hot), passive (cold) or assertive (cool).

Explore and apply

- Working with a partner, role-play how an assertive person would handle different situations, such as:
  - – *You are standing in line to buy a ticket and someone butts in front of you.*
  - – *Someone gives you a compliment about your new t-shirt.*
  - – *Someone thinks you took something that you did not.*
  - – *A friend teases you about your new haircut.*
- In small groups, role-play a situation in which a new club is starting up. To become a member, you must try smoking. Discuss different responses and role-play at least three. Have your audience identify whether the response was assertive, aggressive or passive. Discuss how each of these responses look and sound different from one another.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit

- Use your journal to record an example of a situation in which you were aggressive or passive. Describe what an assertive response to the same situation would look like.
- Are there situations in which a passive or aggressive response might be the most effective? Discuss.

Sample Assessment Activities

- Make a poster or storyboard showing three different responses to a situation in which another person is trying to pressure you to do something you do not want to do.

AAC ...
Everyday assessment tools for teachers

- To download the teacher-developed assessment activity *How Should I Act?*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 4: *How Should I Act?*
  [This assessment task can also be used with specific outcome R–4.7.]

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GRADE
4

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☑ Student Information
☐ Student Activity Master

W–4.8 *The student will* expand practices that provide safety for self and others; e.g., develop guidelines for safe use of technology/chat lines.

Sample Learning Activities

Focus: Online safety

Get ready

- As a class, discuss and define current Internet issues, such as **spamming, chat groups** and **e-commerce**.

Explore and apply

- Review your school's Internet policy for students. Does it need current information? If so, write a letter to your principal (or school technology coordinator) and explain your ideas for improving the policy and keeping students safe on the Internet.
- Review *Student information master 20: Internet guidelines* on page B.22 in Appendix B. Do you agree with each of these guidelines? Why or why not?

Extend and commit

- Locate Internet sites that outline safety tips on Internet use for students.
- Discuss Internet safety with your parents. Discuss the choices you need to make in order to keep yourself safe when you use the Internet.

Sample Assessment Activities

- Write a safety tip sheet for using the Internet and post it in the school computer lab.

Teacher Background

Chat-line and Internet safety

Make Internet experiences safer for children by setting limits and providing adequate supervision.

- Set limits. Young children should not use the Internet unless an adult is there to supervise. Know the sites children are visiting.
- Talk about sites that are off-limits and explain why. Talk to children about what to do if they accidentally come upon an inappropriate site.
- Teach children not to give out personal information. Unless a parent or teacher says it's okay, children should not give their name, phone number or address, or the phone number or address of the school.

  Children need to know that people can be dishonest about who they are when you cannot see them. This can happen on chat lines and e-mail. An adult could be writing as if he were a child. Children should never assume everyone can be trusted just because they sound nice.
- Handle face-to-face meetings with people from chat lines carefully. Meetings should be held in public places and supervised by a trusted adult.

GRADE 4

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–4.9 *The student will* describe ways to respond appropriately to potentially dangerous situations related to environmental conditions; e.g., lightning, avalanches, tornadoes.

Sample Learning Activities

Get ready
- Generate a list of potentially dangerous environmental conditions.

Explore and apply
- In small groups or with a partner, choose one condition to research. Generate a list of questions. Find at least three reliable sources and present your information in an organized, interesting format.

Extend and commit
- Use the information gathered by students to develop a true-or-false test or a trivia game on environmental conditions. Share them with the class.

Sample Assessment Activities

- Complete the following chart:

	Thunderstorms	Tornados
Warning signs		
Safety tips		

Teacher Background

Severe weather safety

Thunderstorms and lightning

Even small thunderstorms can be dangerous. Every thunderstorm produces lightning, which kills more people than tornados. A thunderstorm is considered severe if it produces hail at least two cm in diameter, wind over 100 km per hour or tornados.

Causes of thunderstorms

Thunderstorms are caused by moisture (which form clouds and rain), unstable air (relatively warm air that can rise rapidly) and lift (from fronts, breezes over bodies of water and mountains). Thunderstorms are most likely to occur in spring and summer, and during the afternoon or evening.

Outcome W-4.9 (continued)

When skies darken or thunderstorms are forecast, look and listen for:
- increasing wind
- flashes of lightning
- sound of thunder
- static on your a.m. radio.

People most at risk from lightning are those outdoors, under or near tall trees, in or on water, or on or near hilltops.

Adapted from National Weather Service, "Thunderstorms and Lightning … The Underrated Killers! A Preparedness Guide," 1994, www.nws.noaa.gov/om/trwbro.htm (March 16, 2001). Information on U.S. government servers is in the public domain.

Tornados

Tornados occur in many parts of the world though they are found most frequently in the United States east of the Rocky Mountains.

Environmental clues for early warning of tornados

Look out for:
- dark, often greenish sky
- wall clouds
- large hail
- a loud roar, similar to a freight train.

Some tornados appear as a visible funnel extending only partially to the ground. Some are visible while others are obscured by rain or nearby low-hanging clouds.

People most at risk during tornados are:
- people in automobiles
- people in mobile homes
- people who are elderly, very young, physically disabled or mentally disabled
- people who may not understand the warning due to a language barrier.

Adapted from National Weather Service, "Tornadoes … Nature's Most Violent Storms: A Preparedness Guide," 1992, www.nws.noaa.gov/om/tornado.htm (March 16, 2001). Information on U.S. government servers is in the public domain.

Connections

Ideas for responding safely in dangerous environmental conditions

Students can:
- be aware that all thunderstorms and tornados can be dangerous
- be aware of the early warning signs of storms
- listen to radio or television broadcasts if they see or hear signs of an approaching storm
- be aware of the types of storm warnings broadcast by the media and how to interpret them
- check the forecast before leaving on extended trips; e.g., school trips, camping with friends.

Outcome W-4.9 (continued)

Parents can:

- help reduce children's fears by giving them strategies to cope with weather
- talk to children about storm warnings and dangers
- know what to do to stay safe and communicate this to children
- teach children to use 911 for emergencies
- post emergency numbers by the telephone
- teach children basic safety measures and how to turn off the water, electricity or gas in the home
- have a family plan for what to do in the event of a severe storm in the area
- keep an emergency kit in the basement, vehicle or another safe place. Include extra keys, cash, nonperishable foods, water, one change of clothing and footwear per person, blankets, pillows, first-aid kit including prescription medication, emergency tools including battery-powered radio, flashlight and extra batteries, and special items for infants, elderly family members or individuals who are disabled.

Communities can:

- watch for unattended children in playgrounds, parks and other public places, and help them find shelter in a storm
- work together in neighbourhoods to create a plan in the event of a local emergency
- build or provide rain shelters in or near community recreation facilities
- model safety behaviours in storms when acting as community youth leaders.

GRADE 4

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–4.10 *The student will* describe and demonstrate ways to assist with the safety of others; e.g., helping younger children play safely and cross streets safely.

Sample Learning Activities

Get ready

- Brainstorm a list of ways you can assist with the safety of others:
  - at home
  - at school
  - in the community.

Explore and apply

- Invite the Kindergarten or Grade 1 teacher to speak to your class and share what safety behaviours these young students will be learning this year.
- With a partner, design a poster showing one way to assist with the safety of others. Display the posters in the school hallway.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

Extend and commit

- Organize recess events that promote safe play. Use demonstrations, role-plays and fun activities to teach younger children safety behaviours for the playground.

Sample Assessment Activities

- Complete the following statements:
  - "I can help younger children stay safe in the playground by …"
  - "I can model …"
  - "In the community, I will watch for opportunities to …"
  - "Safety is everybody's business because …"

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GRADE 4

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–4.1 *The student will* recognize that individuals can have a positive and negative influence on the feelings of others.

Sample Learning Activities

Get ready

- Read a story and discuss how the main characters have positive and negative influences on the feelings of others.

Explore and apply

- Think of situations in which you have had a positive influence on the feelings of others.
- Think of situations in which you have had a negative influence on the feelings of others.
- Work with a partner to develop a list of things you can do to have a positive influence on the feelings of others. Develop a second list of strategies for making sure you avoid negatively influencing the feelings of others. Share the lists with the class.

Extend and commit

- Collect newspaper and magazine articles that demonstrate how individuals can influence the feelings of others.

Sample Assessment Activities

- Design a friendly reminder card for your desk outlining three positive ways you can influence others in the classroom.

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- To download the teacher-developed assessment activity *A Letter to Trisha*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 4: *A Letter to Trisha.*

[This assessment task can be used with a number of Grade 4 specific outcomes, including R–4.2, R–4.3, R–4.4, R–4.5, R–4.6.]

Connections

Ideas for recognizing that individuals have positive and negative influences on the feelings of others

Students can:

- practise thanking friends, family members and adults for helping them
- be aware that saying "thank you" makes other people feel good about themselves
- realize that other children and siblings will likely be more cooperative if treated positively rather than negatively
- be aware of how they feel when others thank them or treat them positively
- begin to recognize the power of complimenting someone for genuine reasons.

Outcome R-4.1 (continued)

Parents can:
- make a conscious effort to say "thank you" to children, family members and friends
- thank children for being cooperative
- compliment children on doing a good job, or on talents or abilities
- model expressing appreciation through thank-you cards or telephone calls
- help children write thank-you cards
- leave thank-you notes for children after they have done something kind or responsible on their own, such as doing a chore without being asked, helping out a sibling who is busy studying
- put a thank-you note in children's lunches for a midday surprise.

Communities can:
- recognize volunteers publicly in local newspapers, on street signs or in newsletters
- express appreciation of well-behaved children in local businesses.

GRADE
4

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–4.2 *The student will* identify and use short-term strategies for managing feelings; e.g., dealing with excitement, anger, sadness, jealousy.

Sample Learning Activities

Focus: Managing anger

Get ready

- Do a think–pair–share of things that make you angry.
- In your journal, write about a time when you were angry and what you did in response to this anger.

Explore and apply

- Develop a class list of responses to anger. Categorize responses as **appropriate**, such as walking away or **inappropriate**, such as hitting.
- Discuss strategies for managing anger.
- Use ideas from the discussion to role-play short-term strategies for handling anger in various situations, such as:
  - *You are late for school and the class has left on a field trip. Now you have to work on your own in the library.*
  - *You were playing frisbee with Ella and the frisbee landed on the school roof. The school custodian goes to the roof on Fridays to retrieve all balls and frisbees, and this is only Monday. Ella is angry because she just got this frisbee for her birthday.*
  - *The soccer game is over and your team hasn't done well. A boy from the other team yells, "Hey losers—thanks for the easy win!"*
- Discuss different strategies you could use to manage your feelings in each situation.

Extend and commit

- Collect newspaper or magazine articles about people who have had to deal with anger. What strategies did they use? Were they appropriate or inappropriate?
- Develop additional short-term strategies for managing other feelings, such as excitement, sadness or jealousy.

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The students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-4.2 (continued)

Sample Assessment Activities

- With a partner, role-play a strategy for managing your feelings when paint gets spilled at your desk and the teacher tells you to stay in at recess and clean it off.

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  [This assessment task can be used with a number of Grade 4 specific outcomes, including R–4.1, R–4.3, R–4.4, R–4.5, R–4.6.]

Teacher Background

Understanding anger

Signs of anger:

- a tight feeling in your neck, hands, face
- a hot feeling somewhere in your body, perhaps your ears
- breath coming faster and harder
- heart beating faster
- voice getting louder
- your own special signs.

What you can do instead of hitting:

- squeeze a rubber ball
- go for a walk or run
- take a bath or shower
- play the piano or some other instrument
- scribble with a red crayon on an old newspaper (hard!) and scrunch it into a ball to toss at a wall
- yell into a pillow.

Strategies for managing anger

- Don't make yourself more angry by thinking that the person you are angry with is deliberately out to get you. He or she may have reasons that have nothing to do with you.

- Don't exaggerate what is going on. Tell yourself that you can handle what is happening and it is a temporary situation.

- Figure out why you are angry. Ask yourself questions such as:
  Am I really angry at myself or someone else? Am I really feeling hurt, afraid, sad, disappointed or embarrassed? Am I just tired?

Outcome R-4.2 (continued)

- Express your feelings in words
  - Describe how you are feeling, using "I-messages."
  - Don't use hurtful words.
  - Don't blame the other person for how you are feeling.

Adapted with permission from Office for the Prevention of Family Violence, *Understanding Anger* (Edmonton, AB: Alberta Family and Social Services, 1989).

- Talk to the person
  - Say what you're angry about without yelling.
  - Say what you need or want.
  - Talk about the problem with someone you trust.

- Find a way to feel good again
  - Do something active.
  - Do things you enjoy.
  - Do something relaxing.
  - Try to forgive the other person.
  - Let your angry feelings go.

Adapted from Pat Huggins, *Helping Kids Handle Anger. The ASSIST Program—Affective/Social Skills: Instructional Strategies and Techniques* (Longmont, CO: Sopris West, 1995), p. 147. Adapted with permission of Sopris West.

Strategies for coping when an adult is angry at you

- Stop and calm down. Use self-talk to reason with yourself about what you need to do. Say calming statements to yourself, such as the following.
  - "This isn't a good time to talk back."
  - "The smart thing to do is keep quiet and listen."
  - "Excuses won't help me."
  - "I can say how I feel when they're not so upset."
  - "I can let my anger out later in a positive way."
  - "Everybody makes mistakes."

- Think clearly about what the adult is saying. Then ask yourself:
  - Do I need to make some changes?
  - Do I need more information?

- Talk to the other person in a calm, gentle voice
  - Say that you understand that he or she feels angry.
  - Admit you were wrong, if you were.
  - Say what you'll do so it won't happen again.
  - Suggest an idea to fix the problem.

Outcome R-4.2 (continued)

- Find ways to feel good again
  - Pat yourself on the back for controlling your temper.
  - Forgive yourself and the adult.
  - Let it go.
  - Do something you enjoy to relax.

Adapted from Pat Huggins, *Helping Kids Handle Anger. The ASSIST Program—Affective/Social Skills: Instructional Strategies and Techniques* (Longmont, CO: Sopris West, 1995), p. 335. Adapted with permission of Sopris West.

GRADE
4

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–4.3 *The student will* recognize that management of positive/negative stress can affect health.

Sample **Learning** Activities

Get ready

- Make a life-size outline of a body and work with other students to fill the body with a list of typical stresses, both positive and negative, that a Grade 4 student might experience.

Explore and apply

- Brainstorm strategies for handling stress; for example, worry stones, self-talk and distracting yourself.
- Choose a strategy you would like to try and make a mini-poster describing the strategy and how to use it. Share it with the class.
- Discuss the benefits of stress. How can it be channelled to help us solve problems and make better choices?
- Brainstorm what might happen to a person's health if that person doesn't handle stress well.
- Brainstorm the health benefits of effective stress management.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Benefits Health

Extend and commit

- Interview three adults and ask them what they do to handle stress on the job and at home.

Sample **Assessment** Activities

- Make a list of five things that cause you stress. Describe positive ways you handle stress and explain the potential health benefits of effective stress management. List three negative things that could happen to your health if you didn't manage your stress effectively.

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  [This assessment task can be used with a number of Grade 4 specific outcomes, including R–4.1, R–4.2, R–4.4, R–4.5, R–4.6.]

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The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-4.3 (continued)

Teacher Background

Effects of stress management on personal health

Stress
Our inner reactions to outside events and inner feelings include physical and psychological symptoms. Being aware of signs of stress and using effective stress-management strategies have positive health benefits.

Benefits of stress management
Developing personal management strategies gives students more control of their thoughts and actions. It creates helpful options, makes them feel physically and emotionally healthy, increases self-confidence and earns respect from others.

Stress symptoms
Symptoms include skin problems, headaches, dizziness, teeth grinding, tight neck and shoulders, dry mouth and throat, rapid heartbeat, nail biting, backaches, stomach upset, foot or finger tapping, cold or sweaty hands or feet.

Coping responses to stress reactions
Responses include positive self-talk (changing unhelpful thoughts), using problem-solving strategies, relaxation and calming techniques, communicating needs, getting support.

GRADE

4

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–4.4 *The student will* demonstrate respectful communication skills; e.g., describe behaviours that show respect for the feelings of others.

Sample **Learning** Activities

Get ready
- Discuss how you know when another person respects you.

Explore and apply
- Brainstorm a list of ways you can show another person that you respect him or her. Review the list and mark all the behaviours that relate to communication with a "**C**."
- Discuss how knowing and respecting another person's feelings can affect how you communicate. How would you communicate differently when a person seems sad or angry?
- With a partner, role-play respectful communication skills in various situations, such as:
  - – *You're working at a table in the library and all your books and project materials are on the table. You go to get another book and when you return, someone is sitting at your place.*
  - – *Your teacher has just handled a difficult incident with another student and she's looking quite tired. She promised you yesterday that she would get some posterboard from the supply cupboard for your club. You want the posterboard so you can start work this recess.*
  - – *You know Elena just returned from a gymnastics competition. How can you respectfully ask her how she did?*
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit
- Discuss the reasons why you might feel another person doesn't deserve respect. Is this ever justified?

Sample **Assessment** Activities

- Design a poster that demonstrates at least three ways to show respect to others.

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  [This assessment task can be used with a number of Grade 4 specific outcomes, including R–4.1, R–4.2, R–4.3, R–4.5, R–4.6.]

Outcome R-4.4 (continued)

Connections

Ideas for promoting respectful communication behaviours

Students can:

- practise politeness in the family, such as saying "please, thank you, excuse me, I'm sorry"
- practise politeness in the classroom
- practise politeness in local stores and businesses when using services
- be aware that giving respect brings respect
- observe and imitate respectful communication among adults and older siblings.

Parents can:

- encourage children to thank coaches after games, thank teachers after special activities or outings, thank neighbours or friends for helping out
- model politeness in the family for making requests and showing appreciation
- insist on politeness between siblings
- model and encourage politeness and respect when speaking to their children's friends
- demonstrate the power of politeness by using respectful language in the community when asking for assistance, lodging a complaint or making requests.

Communities can:

- model politeness in local business dealings with customers
- model respectful language when speaking to children in local stores and services
- model respectful communication by example as leaders in youth organizations
- reward children for showing politeness and respect for other children in community interactions, such as sports teams, group lessons and recitals.

GRADE 4

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–4.5 *The student will* identify changes that may occur in friendships, and explore strategies to deal with changes.

Sample Learning Activities

Get ready

- Brainstorm a list of changes that can happen to a friendship over a long period of time. This could include events such as changing schools, moving away, developing new and different interests, and making new friends. Classify each kind of change as intentional or natural (or both) by writing **I** or **N** beside the change.

Explore and apply

- Role-play strategies for coping with changes in friendships, such as:
  - *Marta tells you she is moving to another school that is closer to her mom's workplace.*
  - *Your best friend Kenji seems to be spending a lot of time with the new boy in your class. You were hoping to be partners for a Science Fair project, but you just found out Kenji will be working with his new friend.*
  - *You and BJ used to enjoy riding bikes. Now BJ only wants to inline skate and you don't have skates.*
- Discuss how self-talk, staying calm and using anger-management strategies can help you cope with changes that occur in friendships.

Extend and commit

- Do a book talk on a favourite book that describes how a friendship changes. Discuss strategies the characters use to cope with changes.

Sample Assessment Activities

- Think of good friends you have had for a long time. Draw a mind map to show at least three ways these friendships have changed over the past three to five years. Show how you coped with these changes. Show how these changes made you feel and how they affected your behaviour.

AAC ...
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  [This assessment task can be used with a number of Grade 4 specific outcomes, including R–4.1, R–4.2, R–4.3, R–4.4, R–4.6.]

Outcome R-4.5 (continued)

Connections

Ideas for effectively dealing with changes in friendships

Students can:
- be aware that friends may move away
- be aware of the advantages of having friends in several places, such as school, clubs and church
- practise making friends in various situations
- keep in touch with friends who have moved using e-mail or letters.

Parents can:
- encourage children to have friends from diverse groups and backgrounds
- provide opportunities for making friends outside of school by encouraging club involvement, providing lessons or participating in community events
- support efforts to keep in touch with friends who have moved away
- acknowledge children's feelings of sadness when friends move.

Communities can:
- provide instructional and recreational opportunities for children to meet and learn together
- organize family activities within the community, such as block parties, skating parties and barbecues
- organize mentorship programs involving community teens working with community children.

GRADE 4

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☑ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–4.6 *The student will* identify and describe ways to provide support to others; e.g., help a friend deal with loss.

Sample Learning Activities

Get ready

- Brainstorm a list of changes that can happen to a Grade 4 student over the course of a school year.
- Use an Idea builder to explore the concept of **support**.

Explore and apply

- Discuss how you can offer support to friends who are dealing with difficult situations. Sample strategies include:
  - listen
  - offer to help with small things
  - spend time with that person
  - send a letter or card to let them know you are thinking of them.
- Do a triple T-chart of what giving support to another person looks, sounds and feels like.
- Discuss the following situations.
  - *Sara and her best friend Canchita tried out for the same soccer team. Sara made the team but Canchita didn't. As excited as Sara is at her success, she knows that Canchita is sad. How should Sara handle the situation? How should Canchita handle the situation?*
  - *Domingo's grandfather died and the funeral is scheduled on the day of his birthday. He is both disappointed and sad. How could Domingo and his friends handle the situation?*

Extend and commit

- Discuss how what disappoints or saddens people is personal and varies. What one person perceives as a loss may be very different from what another person perceives.
- Discuss how people deal with loss differently. Some people cry; some prefer to talk and others may want to be alone.

Sample Assessment Activities

- Write a letter to a fictional friend offering support during a time of family change.

**AAC ...
Everyday assessment tools for teachers**

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Outcome R-4.6 (continued)

Teacher Background

Dealing with loss

Grief: the physical and psychological symptoms experienced after a loss—the outward sign of mourning. It is a necessary part of the healing process after a significant loss, such as the death of a family member or family pet, the loss of a parent through separation or divorce, or the loss of a close friend due to moving away.

Mourning: the process through which, over time, people can accept a deep loss and carry on with living.

Dealing with death

Reactions to death vary according to age and maturity. Young children may associate death with ghosts and goblins, and may develop a fear of the dark. They often think that situations are reversible and that everything can be returned to what was. They may develop a fear of abandonment and worry about their parents' dying or about their own death. They may begin to think about life, heaven and life after death. They may also see death as a punishment for some wrongdoing committed by the survivors. Some younger children have little concept of death and may equate it with the individual moving away.

Adapted from Education Response Centre, Alberta Education, *Bereavement and Loss Manual: For Administrators and Teachers* (Edmonton, AB: Alberta Education, 1992), p. 5.

Young children may express grief in a variety of ways, including uncontrollable rages, nervousness, frequent sickness, accident proneness, rebellious behaviour, hyperactivity, nightmares and depression.

Helping children deal with grief or loss

- Show that you care. Offer empathy in a sincere way. Avoid offering false comfort.
- Be honest. Give simple, factual descriptions about what happened.
- Acknowledge their feelings. They need to know that you accept their feelings. They will be more likely to talk about their feelings if you are understanding and accepting.
- Be available. Allow children to ask questions. Reassure them that it is okay to talk about death or loss. Allow them to talk about good and bad memories.
- Be aware. Think about what you say before you say it. Try to think of how your words will be received. If their reactions or lack of reactions confuse you, remember that they are trying to cope with feelings they may not understand.

Connections

Ideas for helping children deal with loss

To help children cope with loss, parents can do the following.

- Tell children about the loss as soon as possible. Explain what happened in words children can understand. Remember that children are very literal. Discuss death as a biological process, not as sleep. Explain that the body stops working—the heart no longer beats, the lungs don't breathe. Death is final and not reversible.
- Use examples children can understand from nature or everyday life, such as trees without leaves, a house without people living in it.
- Ask children what they think about death.
- Answer children's questions as honestly as possible.

Outcome R-4.6 (continued)

- Assure children that they are not the cause of the death. Wishes and thoughts can't make terrible things happen.
- Cry together. Tears can help children validate their feelings. It also gives children permission to let go and cry.
- If your children do not talk about death, do not assume that the children are handling it just fine. Open the door to the silent questions. Watch for unspoken signs, such as sad eyes, facial expressions and body posture. Young children may act out the experience in play.
- Emphasize that people who are loved and cared about are kept in our memories. Brainstorm ideas about how this could be done.
- Ask them to share their feelings, fears and questions. Listen.
- Answer the question "Will you ever die?" honestly. Assure children that you hope it will be a very long time before this happens. Help them recognize that many people care about them and that they will always be taken care of. Have children draw pictures or write down names of people who care for them.
- Cuddle, hug, love and be patient with family members. Allow the gift of time for healing.
- Consider counselling or support groups for family members.
- Ask the children if they would like to attend the funeral. Traditions are an important way of letting go. Explain what happens prior to the event.
- Remember that healing starts when we remember that our loved one lived, rather than our loved one died.

Adapted from "Preparing the Children," *Living Our Losses* 3, 1 (1998), p. 18. Used with permission of RAINBOWS Headquarters, Rolling Meadows, Illinois, U.S.A.

GRADE

4 Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–4.7 *The student will* practise effective communication skills and behaviours to reduce escalation of conflict; e.g., monitor personal body language.

Sample Learning Activities

Get ready

- Brainstorm the body language that you might see when two or more people are having a conflict. Mark examples of body language that will reduce conflict with an "R." Mark examples of body language that could escalate a conflict with an "E." Some body language may be neutral. Mark these examples with an "N."
- Introduce the concept of *Quick fixes*. *Quick fixes* are easy ways to stop conflicts before they start. They work best when an issue isn't too complicated. Some examples are:
  - flip a coin
  - split the difference
  - laugh it off
  - skip it
  - walk away
  - say you're sorry.
- Discuss the importance of disagreeing in an agreeable way.

Explore and apply

- Brainstorm a list of typical minor conflicts that Grade 4 students might have. Working in pairs, choose the *Quick fix* that would work best in each situation. Role-play the conflict and the solution.
- Working in pairs, generate T-charts on ways to disagree in an agreeable way. For example:

Disagreeing in an agreeable way

Looks like …	**Sounds like …**
eye contact with shake of the head	"I understand what you are saying … we might also want to think about …"

- Role-play disagreeing in an agreeable way in scenarios generated by classmates. For example:
  - *your friend wants you to play computer games at recess but you'd rather play soccer*
  - *your mom thinks you should wear a heavy jacket to school but you think it's warm enough for your sweater*
  - *another student wants to borrow your bike at lunch time and you are not comfortable with this.*
- Review the brainstormed list and discuss the importance of nonverbal communication.
- Do another set of role-plays and use body language but no words to play your part and solve your conflict.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Outcome R-4.7 (continued)

Extend and commit

- Discuss how sometimes it is necessary to increase the level of disagreement if another person does not respect your boundaries.

Sample Assessment Activities

- Draw a cartoon panel showing how you could disagree in an agreeable way.
- Draw two contrasting cartoons, one that illustrates body language that reduces conflict and one that illustrates body language that can make conflict worse.
- To download the teacher-developed assessment activity *How Should I Act?*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 4: *How Should I Act?*
[This assessment task can also be used with specific outcome W–4.7.]

AAC ...
Everyday assessment tools for teachers

Teacher Background

Body language—sending messages without using words

Body language is:

- smiling, frowning
- laughing, crying, sighing
- how close you stand to others
- the way you look: your hair, clothing, face, body
- your handshake—sweaty palms, firm and confident or timid
- your posture
- your mannerisms—hands on your hips, finger-pointing or certain repeated expressions
- your voice—soft/loud, fast/slow, smooth/jerky.

Nonverbal communication

You can choose to send messages with your body instead of with words—like when you make a face at someone or something you don't like, or when you smile at something that makes you happy.

Body language helps you communicate

There are many ways you use body language to help you communicate.

- Repeating—For example, while giving directions for getting somewhere, you can point in the correct direction.
- Substituting—For example, when a friend asks you what's wrong, you could shrug your shoulders instead of talking.
- Connecting—For example, if you see a friend talking to an adult and he is looking down or shuffling his feet, you could read his body language to mean he feels uncomfortable.
- Accenting—For example, if you want to give credit to someone, you might point a finger at that person. You can use your tone of voice too, saying something like "It was *his* idea" to point to the other person and away from yourself.
- Keeping order—For example, use body language for cues about taking turns. You may look at the next person whose turn it is or stop after you talk, rather than interrupting.

Adapted from Ronald B. Adler and Neil Towne, *Looking Out/Looking In: Interpersonal Communication*, 5th edition (New York, NY: Holt, Rinehart and Winston, 1987), pp. 186, 192, 193.

Outcome R-4.7 (continued)

Use body language to handle conflict

If you are aware of body language—tones of voice, eye contact, gestures and posture—you can use it to help you deal with a conflict.

- Show that you are confident—face the person, stand up straight and keep steady eye contact.
- Use a calm tone of voice.
- Keep your gestures small and gentle.
- Choose to stay or walk away.
- Give the other person some physical space.

GRADE
4

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☑ Home/School/Community Connections
☐ Student Information
☑ Student Activity Master

R–4.8 *The student will* describe and accept roles and responsibilities within a group.

Sample Learning Activities

Get ready

- Brainstorm a list of the responsibilities individuals have when they're working in a group.

Explore and apply

- Decide on a list of group roles and explore the responsibilities of different roles. For example, a discussion group might have the following roles:
  - – checker
  - – timekeeper
  - – questioner
  - – recorder
  - – encourager
  - – materials manager
  - – observer.
- Work in pairs and develop a job description for each role.
- As a group, discuss the responsibilities that go with each role.
- Design a name tag for each role and use keywords and pictures to describe the responsibilities of each role.
- Use these roles in class activities over the next month. In your journal, note which roles you took on and describe the tasks you did.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit

- Invent new group roles for your classroom. Design Want Ads, describing the responsibilities for each group role. Include reasons why these roles are important, what personal qualities you need and what kinds of new skills you'll learn.

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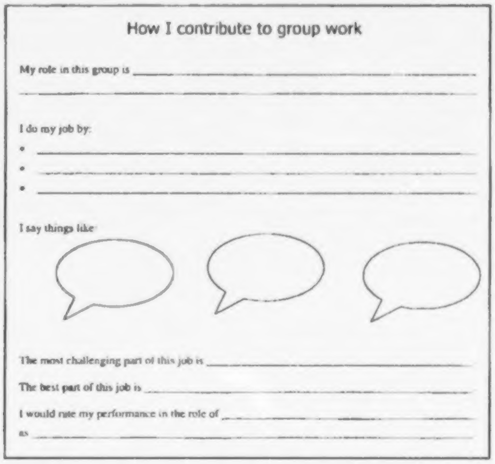
Outcome R-4.8 (continued)

Sample Assessment Activities

- Complete the survey on *How I contribute to group work.*



How I contribute to group work

My role in this group is ______________________

____

I do my job by:

- ______________________
- ______________________
- ______________________

I say things like:

The most challenging part of this job is ______________________

The best part of this job is ______________________

I would rate my performance in the role of ______________________

as ______________________

See *Student activity master 30: How I contribute to group work* on page C.31 in Appendix C.

Connections

Ideas for promoting responsible team work

Students can:

- be aware that people have different roles in groups
- learn what their natural group behaviours are and learn to develop other patterns of relating when cooperation is required
- be aware that they may take on different roles in different groups
- be aware that they may be asked to fulfill particular roles in their classroom, on teams and in their families
- accept the fact that membership in any group involves responsibility.

Parents can:

- be clear and consistent about roles and responsibilities of members of the family
- have family meetings in which children are given different types of roles; for example, a child may have the opportunity to be a leader or be asked to be the timekeeper
- model various roles during family discussions and problem solving
- encourage and reward positive participation and cooperation.

Communities can:

- provide opportunities for children to learn group roles and responsibilities through community clubs, teams and activities
- model positive behaviour in public meetings, such as school council, club or recreational meetings, or sports organization meetings.

GRADE 4

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☑ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–4.9 *The student will* assess how to act as important role models for others.

Sample Learning Activities

Get ready

- As a class, discuss and define the concept of **role model** (a person you look up to, admire and would like to be more like).

Explore and apply

- In your journal, describe three situations at school in which you were a positive role model to others. What did you do? How did you influence the other person? How did you feel in this role?
- In your journal, list and briefly describe important role models in your life.
- Interview someone you believe is a positive role model. Questions could include:
  - What is happiness to you? How do you define success?
  - How do you keep yourself feeling positive?
  - What disappointments have you encountered in your life? What did you learn from them?
  - What accomplishments are you most proud of?
  - What advice—about life, happiness, meeting your goals—can you offer?
  - Do you consider yourself a role model?
  - Please describe role models you have at this time in your life.
  - How important is it to have a role model?

Extend and commit

- List 10 opportunities you will have over the next month to be a positive role model for others.

Sample Assessment Activities

- Write a letter to another student or a significant adult explaining why you think he or she is a positive role model for others. Give examples of how his or her actions affect and inspire others.

Teacher Background

Role modelling

Parents, teachers and other adults can influence children positively by modelling positive, responsible behaviour.

Modelling is a process of showing how something is done.

Modelling is effective when students see a correct and unambiguous model, and the essential components and attributes of the task or process are highlighted, labelled or identified.

Outcome R-4.9 (continued)

The following are phrases you can use to make modelling more effective.
"Watch me as I ______________ and notice these things ___________."
"Look for ____________ as I _______________."
"Notice how _______________."
"Watch for these important points: ____________."
"Watch me perform the skill first, then you do it."
"Please watch for _________________."
"Notice the following _____________ about ______________."
"I'll draw you a picture to show a _____________."

Adapted from Millgrove School, *T.E.P.-Group X* handout (Spruce Grove, AB: Millgrove School, 1989), pp. 11, 12. Adapted with permission of Parkland School Division No. 70.

Connections

Ideas for becoming a positive role model

Students can:
- act as peer counsellors or peer helpers in the school
- observe celebrities, heroes and media personalities, and decide whether or not they are good role models
- observe their friends' behaviours and decide whether they are good peer role models
- work in groups to accomplish tasks; more experienced or capable students can be models for new or inexperienced students
- volunteer for junior leadership programs in the school
- work with younger children or siblings to do a craft or learn a new skill together.

Parents can:
- know they are their children's most important role models
- spend quality time with children and take advantage of teachable moments at home and in the community
- talk with children about adults who are positive role models
- discuss media personalities with children to identify which ones are positive role models and which may not be
- talk with children about their own role models.

Communities can:
- celebrate positive role models in the community
- provide opportunities for children to act as positive role models for other children.

GRADE
4

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/ Community Connections
- ☑ Student Information
- ☐ Student Activity Master

L–4.1 *The student will* develop and apply skills for personal organization/study; e.g., use an effective environment, implement a study plan.

Sample Learning Activities

Get ready
- Brainstorm at least 10 advantages of having good study-management strategies.
- Brainstorm at least 10 disadvantages of having poor study-management strategies.
- In pairs, brainstorm a list of personal organization and management tools that might be helpful to students.
- As a class, brainstorm benefits of using school agendas (or other personal management tools).
- Discuss what a personal study plan is. Why is it important to school success?

Explore and apply
- Generate a list of strategies and tools you use to organize your time. For example:
  - a personal agenda
  - a "To do" list
  - goal setting.
- Generate a list of tools and strategies you can use to make the most of your study time. For example:
  - highlighting key words
  - using a kitchen timer to set breaks
  - knowing your most productive time.
- From the lists, identify strategies you are already using and one new strategy you will try for a two-week period.
- Set a goal to use the new strategy and develop a system to monitor your progress.
- At the end of two weeks, evaluate your goal and decide whether to keep using the strategy or try something new.
- Display pages from different styles of agendas and discuss the pros and cons of each design.
- Design a new agenda page that best meets your individual learning and planning needs.
- Discuss how to set priorities when studying. Working in pairs, develop a list of homework assignments for an evening and exchange it with another pair. Discuss which assignments should be done first and share strategies for setting priorities.
- Design a monitoring chart to keep track of your own use of school agendas (or other personal organizational tools) over a certain time period.
- Brainstorm methods of reviewing for a test. In small groups, role-play how to use each. For example, Alberta Learning's *The Parent Advantage* (1998) suggests 10 study tricks: highlighting key words, making webs, using flashcards, asking questions in different ways, playing *Jeopardy*, reviewing activity sheets, making up fill-in-the-blank questions, practising diagrams, teaching someone else and making up practice tests.
- Review *Student information master 21: How to be a successful, organized student* on pages B.23–B.24 in Appendix B.

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcome L-4.1 (continued)

Extend and commit
- Make a mind map of time- and study-management strategies for becoming more successful in school.
- Create posters promoting study-management strategies. Display in the school library.
- As an independent project, create an organization tool to use in class and design an advertisement that outlines the benefits of this new tool.

Sample Assessment Activities

- Design a checklist and monitor your own use of school agendas (or other organizational tools) for a two-week period.
- Design a mini-poster that shows your personal study plan. Include information explaining where you will do your homework, when you'll do it and what study tricks you'll use.
- To download the teacher-developed assessment activity *Personal Study Plan*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 4: *Personal Study Plan*.

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Everyday assessment tools for teachers

Connections

Ideas for developing and promoting study skills

Students can:
- be aware that certain conditions are required for effective study
- set aside a place in their homes or rooms for study
- be aware of their right to quiet workplaces at school and home
- be aware of alternate study environments, such as school or community library, study hall, homework room
- participate in a homework contract with their parents.

Parents can:
- ensure that children have a quiet place in the house in which to do schoolwork
- ensure that children have adequate lighting in their workplace
- suggest study times and places that work with the family schedule
- model effective habits for organizing and completing tasks by working alongside children
- offer to host and supervise classmates working on group projects
- accompany children to public libraries to use study facilities
- encourage use of the school library, study hall or homework rooms when extra time is required on work or study.

Communities can:
- make study and research areas available in public libraries
- model effective work and study environments in local offices
- provide effective work and study environments for community clubs.

GRADE 4

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–4.2 *The student will* identify ways individuals continue to learn throughout their lives.

Sample Learning Activities

Get ready
- Talk with five adults and find out what new skills and knowledge they have learned since leaving school. Report findings to the class.

Explore and apply
- In small groups, generate a list of reasons why people need to continue to learn throughout their lives.
- Generate a list of skills or knowledge you would like to learn in the future. Think about how you can learn these new skills and acquire this new knowledge.

Extend and commit
- Think about 10 new things you have learned over the past year. Illustrate this new learning on a mind map.

Sample Assessment Activities
- Describe five ways people can learn new skills and information throughout their lives.

Connections

Ideas for promoting lifelong learning

Students can:
- observe that older siblings, parents and adult relatives are constantly learning
- be aware that learning is a part of life, rather than something for school only
- observe the many opportunities they have for learning at school, at home and in their communities
- participate in instructional activities outside of school, such as swimming lessons, clubs, sports teams
- ask parents, neighbours and older siblings about their learning experiences
- ask adults or teens to help them with projects in or out of school.

Parents can:
- make asking children about their learning part of their daily routine
- provide opportunities for instruction outside of school when possible, such as music lessons, team sports
- talk about their own learning with children
- talk about life learning gained outside the classroom
- start a new project with their children and invite children's friends to join
- read a book with children
- take up a hobby as a family or with a child having similar interests
- talk about new learning experiences in positive ways.

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Outcome L-4.2 (continued)

Communities can:

- provide courses and clubs for adults, children and families
- get local businesses involved in children's school experiences by:
  - sending in guest speakers
  - inviting schools to tour
  - providing educational materials to be used in schools
  - providing volunteer project opportunities for students
  - supporting education-based programs for local children
  - being mentors to children with special interests or abilities.

GRADE
4

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☑ Teacher Background
- ☐ Home/School/Community Connections
- ☑ Student Information
- ☐ Student Activity Master

L–4.3

The student will demonstrate effective decision making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results.

Sample **Learning** Activities

Get ready
- As a class, brainstorm a list of questions and issues that you have needed information on over the last year.
- Brainstorm a list of sources for information. Record them on chart paper and post in the classroom.

Explore and apply
- Decide on a topic or question you would like more information on.
- Review and discuss *Student information master 22: How do I decide?* on pages B.25–B.27 in Appendix B.
- Develop a question on your topic and decide what kind of information you'll need. For example:
  Topic — Doing better on tests
  Question — What study strategy will help me better remember and understand all we are learning in science class?
  Sources — Books on study skills, Internet, teacher (interview), school library (poster display)
- Gather information from at least three different sources to answer your questions.
- Present your findings to the class and explain how and why you chose each source.

Extend and commit
- Interview teachers and older students to gather examples of inaccurate information they found as they were researching a topic. How did they know the information was not accurate?

Sample **Assessment** Activities

- Use the following checklist to assess skills in finding and using information.

Finding and using information

I can:	Yes	Not yet
• recall information from past learning	☐	☐
• identify why information is needed	☐	☐
• select types of information needed	☐	☐
• identify the scope of information gathering appropriate to the	☐	☐
situation	☐	☐
• organize information	☐	☐
• assess the quality of information	☐	☐
• assess sufficiency of information	☐	☐
• select information that meets purposes and needs	☐	☐
• evaluate process used to gather and assess information	☐	☐
• apply selected information.		

Outcome L-4.3 (continued)

Teacher Background

Guidelines for evaluating information

- **Evaluate each source of information.**
  Consider whether the source might be biased or uninformed. Authors or interviewees may have a hidden agenda or personal bias that shapes their opinions. Other sources may be simply misleading or mistaken, often because they consulted unreliable sources themselves as they gathered the information they are now passing on. Then, too, some people offer information on topics that are not within their fields of expertise.
- **Evaluate the information itself.**
  Consider the publishing date of information—statistics may be out of date or findings contradicted by more recent research. Some facts may be unsupported opinions that cannot be proved through research. An author may also be overgeneralizing from one situation to another.
- **Gather information on the same topic from several sources.**
  The more perspectives you get, the better your picture of the subject will be. If you use only one source and have no information with which to compare it, you cannot be sure that all the information presented is accurate, complete or up-to-date.
- **Compare facts from each source.**
  If three sources agree and one disagrees, it is likely that the one source that disagrees is in error, unless it is the most current source and the other three are much older. If you find any factual errors in a source, you should be skeptical of other facts from that source.

Adapted with permission from *Lions-Quest Skills for Action, Skills Bank* (Granville, OH: Lions Clubs International, 1995), p. 95. *Skills for Action* is a program sponsored by Lions Clubs International.

For activities, games and Web site information on evaluation of Internet information, consult the Media Awareness Network at www.media-awareness.com.

The workshop entitled *Fact or Folly* contains materials that are available at no cost to all Alberta K–12 educators. This material and related web awareness material may be downloaded by educators at www.learning.gov.ab.ca/technology/web_awareness/.

GRADE
4

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☑ Teacher Background
☑ Home/School/Community Connections
☐ Student Information
☑ Student Activity Master

L–4.4 *The student will* distinguish among, and set, different kinds of goals; e.g., short-term and long-term personal goals.

Sample Learning Activities

Get ready

- Brainstorm a list of personal goals a Grade 4 student might have.

Explore and apply

- Sort the list into long-term and short-term goals.
- Discuss why it is important to have both long-term and short-term goals. Discuss balancing these goals in different contexts. For example:
  Colin's goal is to be a goalie for the Edmonton Oilers. Because he is so determined to be an excellent player, he sometimes forgets to have fun playing hockey with his friends after school. What kind of short-term goals should Colin consider, so that his long-term goals don't prevent him from making the most of opportunities he has every day?
- Choose one goal from the list and, as a class, use *Student activity master 31: Goal planning: Start small* on page C.32 in Appendix C to develop an action plan.
- Choose one personal long-term goal and write an action plan that includes at least two short-term goals to help you reach the bigger goal.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

Extend and commit

- Design a monitoring sheet for your goal and put it in your journal. Every two days, write two or three sentences reflecting on progress you are making toward your goal.

Sample Assessment Activities

- Use the *Goal planning: Start small* sheet to develop an action plan for improving your achievement mark or improving a skill in one academic area.

Teacher Background

Helping students set goals

Almost everyone has dreams for the future, but dreams will not come true simply because we want them to. If we want something to happen, we have to set goals—objectives we want to achieve—that are realistic, and work hard to reach these goals. Each goal must be clearly stated and be measurable so we can tell whether we have achieved it.

Used with permission from *Lions-Quest Skills for Action, Skills Bank* (Granville, OH: Lions Clubs International, 1995), p. 87. *Skills for Action* is a program sponsored by Lions Clubs International.

Benefits of goal setting

Goal setting teaches students where they are now, where they want to go and how to get there. It provides opportunities for increasing positive self-concept and self-awareness, as they take responsibility for their own lives and behaviour. Goal setting shows students their areas of strength and encourages them to set priorities. Goal setting teaches and sharpens decision-making skills and provides standards against which they can measure their success. Achieved goals provide students with a victory list of successes.

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Outcome L-4.4 (continued)

Goal setting is personal
If students have goals set for them by someone else, they will not be as motivated to achieve them. They are more engaged in goals they have set for themselves. Galileo said: "You cannot teach a man anything; you can only help him discover it himself."

Goals need to be prioritized
There are different kinds of goals—daily goals, short-term goals, long-term goals. When these goals conflict, it is important to know which is more important or which needs to be achieved first. This way, students make decisions that will help them achieve future success.

Guidelines for setting and achieving goals

- State the goal clearly. Describe what you hope to accomplish. Make sure your goal is realistic, measurable, observable and under your control.
- Identify obstacles and ways to overcome them. List factors that might keep you from reaching your goal and describe what you can do to get around those things.
- Create an action plan. List the steps you intend to take to reach your goals.
- Set a timeline. Decide when you hope to reach your goal. You may need to start from the date you want the goal accomplished and work backwards toward the present.
- Build a support system. Identify who and what can help you reach your goal.
- Review the plan. Check your progress.
- Revise the plan. If something is not working, make whatever changes are needed to help you achieve your goal.
- Celebrate success. Reward yourself and keep up the good work.

Used with permission from *Lions-Quest Skills for Action, Skills Bank* (Granville, OH: Lions Clubs International, 1995), p. 87. *Skills for Action* is a program sponsored by Lions Clubs International.

Ask students questions that provoke thinking about goal setting

- What interests and skills would you like to develop?
- What are some things you would like to do—now, and when you are older?
- What personal qualities would you like to have—now, and when you are older?
- How easy is it to accomplish a goal that someone else sets for you?
- How easy is it to accomplish a goal that you set for yourself?
- How hard is it to have a large number of goals at one time?
- If you focus on just one goal, is it easier or harder to accomplish that goal?
- Should goals be easy to accomplish or hard? (Long-term goals are generally more difficult. Short-term goals are simpler and provide the steps toward the related long-term goal.)
- Should goals be something you can accomplish in a short period of time? (Both are necessary—short time for short-term goals leading to long-term goals that take more time.)

Unclear goals	Revised, clear goals
• I want to be a good student.	• I want to earn 70% on a math test.
• I want to be in shape.	• I want to run one kilometre in 10 minutes.
• I want to have more friends.	• I want to make two new friends this school year.
• I want to be more active in school.	• I want to act in the school play.
• I want to have more money.	• I want to earn $50 by summer holidays.

Used with permission from *Lions-Quest Skills for Action, Skills Bank* (Granville, OH: Lions Clubs International, 1995), p. 87. *Skills for Action* is a program sponsored by Lions Clubs International.

Outcome L-4.4 (continued)

Connections

Ideas for promoting goal setting

Students can:
- share their hopes and dreams for the future with their parents
- begin to be aware of what they would like to accomplish now and when they are older
- ask their parents and older siblings about goals they have set and achieved
- choose an adult mentor who has similar interests or abilities and talk to that person about his or her goals
- get involved in a team sport, take lessons or join a club in which learning and goal setting are important.

Parents can:
- ask children about their dreams and hopes for the future
- discuss ideas about setting small goals to help children reach their dreams
- help children see their household and school duties as opportunities for goal setting and achievement
- help children prioritize their goals and keep them realistic
- encourage children when they accomplish goals—big or small
- set family goals together, modelling effective goal-setting strategies
- celebrate family goal achievement with a favourite family activity.

Communities can:
- facilitate volunteer programs in which adults serve as mentors to children with similar interests, and share goals and accomplishments
- use the media to reward local children, teens and adults who have accomplished significant goals.

GRADE 4

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–4.5 *The student will* relate personal interests to various occupations.

Sample **Learning** Activities

Get ready
- Brainstorm a list of interesting occupations.

Explore and apply
- Choose three occupations and, working as a class, list at least three personal interests that relate to each of these occupations. Show this information on a web or chart.
- Choose one occupation and complete the following chart.

I am interested in the occupation ____________________		
Interests I have now that relate to this occupation:	Interests I'd like to develop in the future that relate to this occupation:	Questions I have about this occupation.

Extend and commit
- Identify an occupation that you know little about. Research information on the occupation and then draw a web to show how your personal interests relate to what you found out.

Sample **Assessment** Activities

- Explain three things you like to do or are interested in that relate to a particular occupation.

GRADE
4

Life Learning Choices

The student will use resources effectively to *manage and explore* life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

L-4.6 *The student will* recognize that personal roles will change over time and circumstances.

Sample Learning Activities

Get ready

- Make a chart with headings "When I was five" and "Now that I'm nine." Choose six categories, such as favourite things to do for fun, favourite outfit, favourite book, responsibilities at home. List examples of things you did or liked at each age.
- Discuss how individual interests, abilities and responsibilities change as you grow older.

Explore and apply

- With a partner, brainstorm a list of personal roles you have:

at school	on the playground	at home

- Discuss how you take on different roles in different places, with different people and for different kinds of activities.

Extend and commit

- Draw a thought balloon and show what kinds of issues, interests and responsibilities might be on your mind 10 years from now.

Sample Assessment Activities

- Make a list of 10 things you can do now that you could not do when you were 5 years old. Then, list five things you cannot do now, but hope to be able to do when you are 16.

Now I can …	**When I am 16, I hope to be able to …**

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GRADE
4

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–4.7 *The student will* describe the impact of service contributions on self; e.g., increase in self-worth, confidence and understanding of others.

Sample Learning Activities

Get ready

- Complete the following statements in your journal:
  - "When I give to others I feel …"
  - "To me, service means …"
  - "Offering service helps me understand …"

Explore and apply

- Working with a partner, brainstorm a list of *Good things that can happen to me when I help others.*
- Design a mini-poster showing the positive feelings and new understandings you gain from being involved in a successful service project.

Extend and commit

- Write a letter to a teacher, parent-helper or community volunteer who worked on a service learning project with you. Explain how you benefited from the project and what you learned. Thank the individual for giving you an opportunity for learning and growing.

Sample Assessment Activities

- Draw a web showing at least six ways you might benefit from participating in a school grounds clean-up. What positive feelings might you have? What new things might you learn?

Connections

Ideas for promoting volunteerism and service learning

Students can:

- observe how they are able to help others through participation in volunteer activities
- volunteer in primary classrooms
- volunteer to do tasks, such as feeding pets and shoveling the walk, for trusted neighbours while they are away or unable to do them on their own.

Parents can:

- model service by volunteering in the school, community or neighbourhood
- talk about good experiences in volunteer positions or tasks
- ask students about their class volunteer experience
- plan a volunteer task as a family, starting with helping out people in the family or neighbourhood
- aid children in selection of items for donation
- reward children for volunteering to do tasks for each other within the family.

Communities can:

- support volunteer programs that work with youth
- involve elementary classes in local charities, such as preparation of Christmas hampers through local service clubs.

GRADE
4

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–4.8 *The student will* select, perform as a class and analyze volunteer accomplishments; e.g., participate in spring cleanup, collect used eyeglasses.

Sample **Learning** Activities

Get ready

- Brainstorm a list of possible service learning projects for your class.

Explore and apply

- As a class, choose a service learning project to complete over the next six weeks. (See ideas and activity sheets for service learning projects in pages 94–100 of the *Instructional Strategies* chapter of this guide.)

Extend and commit

- Collect action plans, photos and reflections on your class's service learning project and display them on a bulletin board in the hallway or library.
- Encourage other classes to share information and reflections on their service learning projects.

Sample **Assessment** Activities

- Create a web showing all the different people who benefited from your class's service learning project. Use key words and graphics to describe at least two ways each person or group of people benefited.

GRADE

5

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

☑ Teacher Background
☑ Home/School/ Community Connections
☑ Student Information
☐ Student Activity Master

W–5.1 *The student will* examine the impact of physical activity, nutrition, rest and immunization on the immune system.

Sample Learning Activities

Get ready

- Brainstorm a list of the different activities a typical Grade 5 student does in a 24-hour period.
- Sort the daily activities into different categories, such as eating, sleeping, active playing, watching television, doing homework and so on. Put a star beside those activities that have a positive impact on health and well-being.

Explore and apply

- Working in pairs, brainstorm a list of how physical activity, nutrition and rest promote health. Share lists with the class and compile a master list.
- Working in small groups, use magazine pictures and headlines to create a collage illustrating how physical activity, adequate nutrition and sleep are essential for healthy growth and development. Think of an interesting title for your collage.
- Your immune system consists of all the parts and functions of your body that work to fight disease-causing microbes. Brainstorm a list of all the things your body does to fight disease. Organize the information on a T-chart.

Parts of the body	**How they fight disease**
Skin	Keeps germs out of body

  Review the information in *Student information master 23: How your immune system fights microbes* on pages B.28–B.29 in Appendix B. Add any new information to your chart.
- Discuss important times when people get immunized; for example, when a baby, before going to school, before travelling to some countries.
- Brainstorm health practices that help maintain a strong immune system. Review *Student information master 23: How your immune system fights microbes* to add ideas.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Benefits Health

Extend and commit

- Research a list of diseases that have been almost eliminated because of immunization.
- Discuss why immunization against a disease is more important than a cure for a disease.
- Find out if your family pets are immunized. Discuss why pet owners might decide to do this.
- Interview two adults and find out what steps they take to keep healthy.

Outcome W-5.1 (continued)

Sample Assessment Activities

- Make a Top ten list of conditions that contribute to a healthy immune system.
- Winter is here and people at your school are getting sick more often. List five health choices you can make to help yourself stay well.

Teacher Background

Building a healthy immune system

The immune system plays a critical role in preventing disease and promoting overall well-being. There is still much that is not known about this complex natural defense system. However in recent years, it has become increasingly clear that factors such as nutrition, physical activity and rest play a key role in maximizing immunity.

The immune system promotes health by preventing foreign materials from damaging body cells. Foreign materials take many forms, including bacteria, viruses and other harmful agents or compounds. The immune system protects the body by detecting foreign materials, and then initiating a complex series of processes to eradicate or isolate them from the rest of the body.

Healthy eating is critical for disease prevention and well-being. A healthy, balanced diet provides building blocks for the cells of the immune system and lowers the risk of infection and chronic disease. Nutritional deficiencies, caused by poor food choices or diseases, hinder immune function. Malnourished children are at greater risk for developing both acute and chronic health problems due in part to suppression of the immune system.

Like healthy eating, moderate physical activity and adequate rest promote optimum immune function. Activity and rest help reduce the impact of day-to-day stress on the immune system, and allow the body to maintain and repair its natural defense mechanisms. Inactivity and lack of rest interfere with this process and are associated with greater risk for disease.

Excessive physical activity or overtraining on an ongoing basis can suppress immune function. The symptoms of overtraining include recurrent bouts of cold or flu; swollen or tender glands in the neck, groin or underarms; difficulty sleeping; skin eruptions; persistent muscle or joint pain; clumsiness; and sudden, dramatic weight loss. What is defined as excessive varies from individual to individual depending on a number of factors, including their existing level of physical conditioning or training. Moderate, rather than excessive physical activity, is recommended for maintaining health.

Immunization provides the body with an opportunity to develop resistance to specific disease-causing bacteria and viruses. As a result, individuals who follow recommended schedules for immunization are at a lower risk for developing diseases and conditions such as smallpox, rubella or German measles, and meningitis. While considered controversial by some people, immunization programs play a critical role in promoting health and limiting the spread of a number of potentially harmful diseases.

Outcome W-5.1 (continued)

Connections

Ideas for building healthy immune systems

Students can:

- practise health behaviours that support optimum immune function, such as getting adequate rest, choosing a balanced, healthy diet and participating in daily physical activity
- generate ideas for creating healthy choices
- enlist the support of parents in developing daily routines that promote health and well-being.

Parents can:

- model positive health behaviours
- make healthy food choices available to children
- talk to children about the wide variety of behaviours that influence health and prevent disease
- encourage children to establish daily routines that allow for appropriate amounts of rest, healthy eating and regular physical activity
- help children develop the skills needed to make personalized healthy food choices, including the ability to self-assess food likes and dislikes, skills for budgeting and shopping for food, and food preparation skills
- ensure children participate in immunization programs.

Communities can:

- provide and promote immunization programs for children
- support daily physical activity for children through recreation facilities or programming
- implement strategies to ensure that children have consistent access to healthy food choices, such as school snack programs and collective kitchens
- ensure that nutritious foods are widely available in the school setting through initiatives such as breakfast carts, canteens with healthy choices and a sharing shelf for children with no lunch.

GRADE

5 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–5.2 *The student will* assess the importance of regular hygiene practices during adolescence; e.g., control of body odour, control of acne, maintenance of fresh breath.

Sample **Learning** Activities

Get ready

- As a class, discuss and define the concept of **personal hygiene**. For example, personal hygiene habits that keep you healthy and clean include brushing teeth, washing clothes and wearing deodorant.
- Brainstorm a list of things you do to get your body ready for school. List other things you do to keep clean throughout the day.
- Sort the tasks into activities you do daily, several times a week, weekly or monthly.

Explore and apply

- Discuss how your hygiene needs have changed since your first year of school. How will they be different when you are in high school?
- Research and discuss the causes, prevention and treatment of:
  - body odour
  - acne
  - unpleasant breath.
- Discuss the connection between your personal hygiene and your social relationships with others.

Extend and commit

- Compile a collection of ads for personal care products. Discuss:
  - are all these products necessary for good health
  - do they fulfill the claims they make
  - do they create an artificial need or are they meeting the real needs of young people
  - what values are the messages in the ads communicating?
- Use the Internet to research possible treatments for acne. Use this research to develop a true or false quiz on the causes and treatment of acne. Include common myths as well as factual information. Trade with other students so they can test their knowledge and understanding of these skin-care issues.

Sample **Assessment** Activities

- Make a Top ten list of things you do daily to feel and look clean and fresh. List three reasons why these practices are important in your daily life.

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–5.3 *The student will* ***identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g., fertilization, conception.***

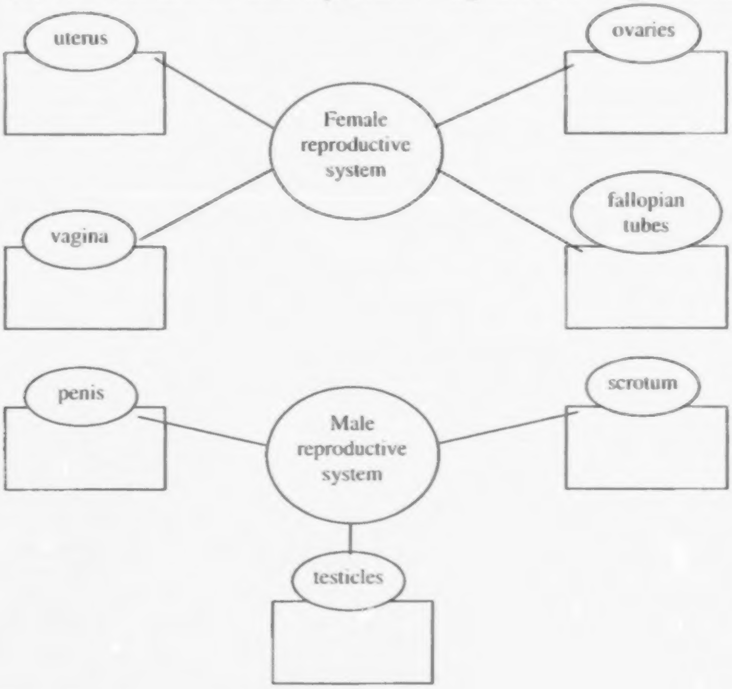
Sample Learning Activities

Get ready

- List the parts of the human reproductive systems. Use the categories **male** and **female** to sort responses.
- View a video or review diagrams on the human reproductive system.
- Discuss and define the terms **fertilization** and **conception**. (**Fertilization** is the joining of one male sperm and one female egg or ovum to create a cell that will develop into a baby. **Conception** is another word for fertilization.)
- View a video or use a series of diagrams to introduce and discuss the basic functions of the various components of the human reproductive system.

Explore and apply

- Complete a web of the female and male reproductive organs, describing the function of each.



- Discuss the basic functions of each body part.

Please Note Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

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Outcome W-5.3 (continued)

Extend and commit

- Discuss the advantages of knowing the correct terms for the reproductive system. For example, you can talk more easily with a doctor, it sounds more respectful, adults might consider your questions and concerns more seriously.

Sample Assessment Activities

- In your own words, write definitions of **fertilization** and **conception** as they relate to human sexuality.

Teacher Background

Instructional strategies

During the teaching of these human sexuality outcomes, teachers may choose to use instructional materials such as blackline drawings, charts and overhead transparencies. Teachers are encouraged to use these diagrams in the context of the classroom and avoid distributing copies to students. These kinds of diagrams, taken out of context, may lead to misunderstanding of the instructional intent.

Semantic webbing can be an effective tool for identifying the basic components of the human reproductive system. For children in Grade 5, understanding the function of each component is more important than knowing actual locations and physical descriptions. It is difficult for children of this age to accurately visualize these internal organs.

Basic functions of female reproductive system:

- uterus – place where fertilized egg develops into a baby
- vagina – passageway for sperm, baby travelling out of the body, menstrual fluid travelling out of the body
- ovaries – produce eggs and secrete hormones
- fallopian tubes – move eggs from the ovaries into the uterus

Basic functions of male reproductive system:

- scrotum – holds testicles and regulates temperature
- testicles – produce sperm and secrete hormones
- penis – passageway for both sperm and urine both at the same time

Fertilization

Fertilization is the union of one male sperm and one female ovum. It is the action that allows the species to survive by procreation.

In the female, each ovum has a lifespan of about 24–48 hours, so fertilization must take place shortly after ovulation. At that time, the ovum is usually still in the upper portion of the fallopian tube.

Outcome W-5.3 (continued)

In the male, the lifespan of sperm is also about 24 hours. Once deposited in or near the vagina, sperm make their way through the uterus into the fallopian tubes. The sperm can last in the vagina up to 72 hours. Sperm travel through movement of their own tails and with the help of the muscles in the uterus.

Fertilization usually takes place in the fallopian tubes. More than one sperm is necessary for fertilization. The acrosome at the head of the sperm gives off an enzyme that breaks down a protective coating or membranes on the ovum. Many sperm are needed to produce enough of this enzyme. After that is done, one sperm enters the ovum, causing fertilization. The body and tail of the sperm are lost; only the head, carrying the chromosomes, enters the ovum.

If no sperm enters the ovum, there is no fertilization and menstruation will occur.

Immediately after the sperm enters the ovum, a new barrier is created to prevent further sperm from penetrating.

Fertilization is the union of the 23 chromosomes in the sperm with the 23 chromosomes in the ovum to create a cell of 46 chromosomes. These 23 pairs of chromosomes are part of the first cell of the new individual. This cell is known as a zygote.

The fertilized cell now contains a blueprint for all the growth and development to occur in that person. These instructions are carried in the deoxyribonucleic acid (DNA), which makes up the chromosomes. Every cell of the body will have the same blueprint, the same set of chromosomes, in its nucleus. Thus, each time a new cell is created, the same blueprint message is replicated, because the entire set of instructions is carried in the nucleus of each cell.

The chromosomes from the parents contain genes that are the hereditary factors. The child will inherit a number of characteristics from the genes of each of the parents. Possible inherited factors include colour of eyes, hair and skin, physical form of the face and body, tallness or shortness, blood grouping and certain personality characteristics.

The sex of the child is determined at the moment of conception. One of the 23 chromosomes in the sperm is a sex chromosome; one of the 23 chromosomes in the ovum is a sex chromosome. When the nucleus of the sperm and the nucleus of the ovum unite, the sex of the child is set. Two types of sperm are produced; one carries the X sex chromosome, one carries the Y sex chromosome. Equal amounts of each type of sperm are produced. The ova carry only one type of sex chromosome, the X type. If an X sperm fertilizes the ovum, the result is an XX conception, a female. If a Y sperm fertilizes the ovum, the result is a male, an XY conception.

Male reproductive system

The major features of the male reproductive system are the testicles, scrotum, urethra, and penis (of which the glans and foreskin are part).

The testicles or testes (singular: testicle or testis) are oval in shape. They are about 4 cm in length and 2.5 cm in diameter. Each testicle holds an epididymis, which is a long, thin, winding tube through which sperm travel as they mature. Males have two testicles of about equal size. They are contained in the scrotum, which is a saclike container outside the body.

Outcome W-5.3 (continued)

The testicles produce sperm and secrete hormones. To help the testicles in their production of sperm, the scrotum regulates temperature. Sperm is most effectively produced at 1–2 degrees Celsius below body temperature, which accounts for the location of the testicles outside the body cavities. The scrotum has many sweat glands and sweats frequently. The muscles in the scrotum contract to pull the testicles closer to the body for warmth. When these muscles relax they allow the testicles to move away from the body to reduce their temperature.

The urethra is a tube that leads from the bladder through the prostate gland, where it is joined by the ejaculatory duct. The urethra continues through the penis to open to the outside. The urethra is a passageway for both sperm and urine.

The penis looks like a single tube, but in fact it is three cylinders held together by connective tissues. Each tube is made of spongelike erectile tissue, which can fill with blood to cause an erection. When erect, the penis can be 8.5–20 cm in length and 2–5 cm in diameter.

The glans is the conelike expansion at the end of the penis. The foreskin is a fold of skin that covers the glans. Circumcision is the act of removing the foreskin. It is an elective surgical procedure that is often performed in the first few days after birth.

Female reproductive system

The female's reproductive system is contained inside her body, rather than being external and visible as is the case with the male. The main features of the female's internal genitalia are the ovaries, the fallopian tubes, the uterus (of which the cervix is part) and the vagina.

Females have two almond-shaped ovaries of about 3.5–5 cm in length. The ovaries are located inside the lower abdomen.

The ovaries manufacture egg cells and secrete hormones. Usually, one egg cell matures each month, with each ovary producing on alternate months.

Fallopian tubes are shaped something like trumpets and are about 7.5–12.5 cm in length. Females have two fallopian tubes. The flared end of each tube is located near an ovary. The tubes extend to corners of the uterus. The fallopian tubes move the eggs from the ovaries into the uterus.

The uterus, sometimes called the womb, is a pear-shaped, muscular pouch. It is found between the bladder and the rectum in the pelvic cavity. Each month, the lining of the uterus thickens in preparation for a fertilized egg. If no fertilization takes place, the lining is shed in the menstrual flow. The narrow lower portion of the uterus is called the cervix.

Outcome W-5.3 (continued)

The vagina is a muscular tube that extends from the cervix to the external genitalia. The vagina is about 7.5–10 cm in length. In normal resting state, the walls of the vagina almost touch. The vagina can expand to four or five times its normal size in childbirth. It adapts to the size of the penis during intercourse. Also, it adapts to the size of a tampon during menstruation. The vagina serves as a passageway for sperm travelling into the female reproductive system, for a baby travelling out of the body and for menstrual flow travelling out of the body. The inner two-thirds of the vagina have few nerve endings, hence little sensation can be felt.

The main features of the female's external genitalia are the labia, clitoris and hymen. Together, they form the vulva.

The labia are soft folds of skin surrounding the opening of the vagina. The outer labia are called the labia majora. These are two folds of heavy skin, the outer surface covered thickly by hair. The inner labia are called the labia minora. They are the two smaller folds of skin between the labia majora. One portion of the labia minora overhangs the clitoris and protects it. The clitoris is a small cylindrical projection between the labia minora and above the urethra opening. The clitoris is supplied with many blood vessels and nerve endings. It receives and transmits sexual stimulation.

Originally appeared in *Sexuality: An Education Resource Book* (pp. 39–41, 53–54). Adapted with permission of Judith Campbell.

GRADE **5**

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–5.4 *The student will* examine the impact that changes in interests, abilities and activities may have on body image.

Sample Learning Activities

Get ready

- Review the definition of **body image**.

Explore and apply

- Brainstorm lists of:
  - new interests you have discovered over the last year
  - new abilities you have gained over the last year
  - new activities you have tried over the last year.
- Discuss how these changing interests, abilities and activities could affect your body image.

Extend and commit

Benefits Health

- Interview adults in your family and find out how their changing interests, abilities and activities affect the way they feel about their bodies.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Sample Assessment Activities

- Complete the following statements:
  - "This year I have new interests, such as …"
  - "I am also discovering new abilities, such as …"
  - "This year I tried new activities, such as …"
  - "One of the new things that has affected how I feel about my body is …"
  - "It has affected how I feel about my body because …"

Connections

Ideas for developing and promoting a positive body image

Students can:

- be aware of the variety of body types within family and groups of friends, and know that all body types can be healthy
- look for varieties of body types among television and media personalities
- talk to their parents or older siblings about body image concerns
- appreciate their own physical talents and abilities, such as athletic abilities, musical dexterity and artistic abilities
- be aware that one's physical body makes up only a part of who one is or can be.

Outcome W-5.4 (continued)

Parents can:
- be aware that the beginning of puberty can bring about changes that affect body image
- be aware that puberty changes begin gradually but often earlier than parents might expect
- make a conscious effort to have and model healthy behaviours and attitudes related to body image
- be aware that negative comments about body size and type can be damaging to their children's developing sense of worth
- be available to listen and talk when children have questions or concerns about body image
- understand that feelings and concerns related to body image may surface in other ways, such as through behaviours or attitudes
- help your child develop strategies to handle teasing
- ensure that siblings do not tease each other about body size or image
- make a conscious effort not to compare body types among family, friends and celebrities in unproductive ways, such as, "She would look much better if …"
- help your child understand that diversity in body shape and size is normal and natural—all types deserve respect.

Communities can:
- select people of all sizes and shapes for community advertising
- provide positive role models through clubs and community youth groups.

GRADE
5 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–5.5 *The student will* examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes.

Sample Learning Activities

Get ready

- Review *Canada's Food Guide to Healthy Eating*. Visit Health Canada's Web site at www.hc-sc.gc.ca/hppb/nutrition/index.html to order or download a copy of the guide.
- Collect a variety of food labels and examine the information. Discuss how this information can be used to make food choices.

Explore and apply

- Brainstorm a list of factors that influence personal food choices. Organize this information on a chart by sorting these factors into Positive, Negative and Interesting influences.
- Working with a partner, make a menu plan for school lunches for one week. Consider how to accommodate the variety of eating behaviours of students in your class. Trade menus with other students and discuss how different foods can be balanced. Discuss desserts and treats, and discuss how much is enough.
- Discuss "What is an allergy?".
- Discuss the symptoms associated with allergies, including:
  - rashes
  - teary eyes
  - hives
  - swelling of the face
  - difficulty swallowing
  - difficulty breathing
  - in some cases, death.

Extend and commit

- In pairs, create a tip sheet of ways to help prevent allergic reactions in people you know. Tips might include:
  - checking for allergies before planning a menu for a birthday party
  - not bringing food that someone is allergic to in their lunches
  - letting people know if they have an allergic reaction to a particular food.
- Discuss why it is important to know if your friend has allergies.

Sample Assessment Activities

- Imagine you have received a donation of $100 from a local grocery store. Plan 10 nutritious snacks that you could serve to your classmates at recess. Explain how you would accommodate a broad variety of eating habits.

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Outcome W-5.5 (continued)

Teacher Background

Individual food choices

When it comes to healthy eating, no two people are exactly alike. Factors such as age, activity level, illness, allergies, finances and cultural traditions all combine to shape an individual's ultimate food choices.

Canada's Food Guide to Healthy Eating recognizes the many factors that influence eating habits. The ranges in the number of recommended servings, as well as the size of servings, make the food guide flexible and accommodating. In addition, the wide variety of different foods found in each food group allow different people to meet their needs in a way that suits their specific life situations. The flexible approach advocated by the food guide means that it is suitable for use by most healthy Canadians over the age of four, including vegetarians, individuals with food allergies, low-income families, athletes and immigrant groups.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Connections

Ideas for promoting healthy eating choices

Students can:

- understand that healthy eating and a healthy diet take many forms—there is no one way to eat well
- recognize and be sensitive to the factors that influence their personal food choices and those made by others.

Parents can:

- encourage children to celebrate uniqueness in themselves and others
- promote tolerance and understanding of individual differences with respect to food choices; don't force children to eat foods they truly dislike and respect food limitations of individuals with food allergies
- encourage children to explore a wide range of nutritious foods reflective of many cultures or approaches to healthy eating.

Communities can:

- provide children with information on the impact that specific health conditions or socio-cultural practices have on food choices through presentations delivered by community groups, such as the Allergy/Asthma Association, Canadian Diabetes Association or community-based multicultural groups.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–5.6 *The student will* examine and evaluate the impact of caffeine, alcohol and drugs on personal health/wellness; e.g., physical, emotional, social.

Sample Learning Activities

Focus: Impact of caffeine on health

Get ready

- Create three columns to brainstorm and organize reasons why people use tobacco, caffeine and alcohol. Underline reasons that are similar in each column. Discuss. Mark the three most common reasons with a star.

Reasons why people use:

Tobacco	Caffeine	Alcohol

Explore and apply

- Working in small groups, research and develop a one- to two-page report on the benefits of positive personal health choices. Each group can focus on one type of health choice, such as use of:
  - caffeine
  - alcohol
  - nonprescription drugs
  - prescription drugs or medications
  - inhalants.

  As part of the research process, each group can also identify and contact at least two community agencies or professions that could provide information or support on these health choices.

Extend and commit

- Organize a *Positive choices health fair* and prepare displays and activities to share with another class.

Sample Assessment Activities

- Complete the following statements:
  - "I need to be aware that there is caffeine in …"
  - "The physical effects of caffeine can include …"
  - "Caffeine could affect my personal wellness because …"

Outcome W-5.6 (continued)

Teacher Background

What you need to know about caffeine

Caffeine is a drug that is naturally produced in the leaves and seeds of many plants. It is also produced artificially and added to certain foods. It is part of the same group of drugs sometimes used to treat asthma.

Caffeine is in tea leaves, coffee beans, chocolate, many soft drinks, pain relievers and many over-the-counter medications. Caffeine is a mild stimulant, causing increased heart rate and alertness. Most people who are sensitive to caffeine experience a temporary increase in energy.

Caffeine affects most people in similar ways, although the amount of caffeine needed to affect each person differs. Caffeine sensitivity refers to the amount of caffeine that produces side effects. This amount varies from person to person.

On average, the smaller the person, the less caffeine is required to produce side effects. However, caffeine sensitivity is affected by the amount of caffeine used. People who consume caffeine regularly develop a reduced sensitivity and require higher doses of caffeine to achieve the same effects as someone who doesn't consume it regularly. This means that the more caffeine you consume, the more caffeine you need to feel the same effects.

Caffeine moves through the body within a few hours after it is consumed and is then passed through the urine. It is not stored in the body, but you may feel its effects for up to six hours if you are sensitive to it.

Caffeine has health risks for certain users. Small children are extremely sensitive to caffeine and pregnant or nursing mothers should decrease their intake of caffeine or avoid it entirely. Caffeine has been linked to an increased risk of miscarriage. Caffeine can aggravate heart problems or nervous disorders.

Higher doses of caffeine can cause anxiety, headaches, "the jitters" and can interfere with sleep. Caffeine is addictive and may cause withdrawal symptoms, such as severe headaches, temporary depression and irritability, for those who suddenly stop consuming it.

Dehydration is a common side effect of consuming too much caffeine. Caffeine can work against the body in two ways: it has a dehydrating effect on the body's cells and, at the same time, it increases the need to urinate. It's particularly important for active teens who play sports to drink enough noncaffeinated beverages each day to avoid dehydration. Finally, large amounts of caffeine may cause the body to lose calcium and potassium, causing sore muscles and delayed recovery times after exercise.

Although the effects of caffeine vary from one person to the next, most doctors recommend that people should consume no more than about 100 milligrams of caffeine daily. This is equal to about one cup of coffee or two soft drinks.

Adapted with permission from The Nemours Foundation, Inc., "What Teens Should Know About Caffeine," KidsHealth, www.kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&ps=207&cat_id=&arti... (July 31, 2001). This information was provided by KidsHealth, one of the largest resources online for medically reviewed health information written for parents, kids, and teens. For more articles like this one, visit www.KidsHealth.org or www.TeensHealth.org.

GRADE 5

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–5.7

The student will identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture.

Sample **Learning** Activities

Get ready

- Discuss what a personal boundary is and how it defines our comfort level and affects the way we relate to people.

Explore and apply

- Explore how mood affects personal space. Have students move around the room for one minute focusing on a specific emotion, such as sadness. Students can role-play this emotion as they move. After one minute, the leader calls "Freeze" and players stop and look around to note how close people are. The leader announces a different emotion, such as happiness, excitement, anger or fear, and the class moves around the room role-playing until the "Freeze" signal. Discuss how personal space changes with our mood.
- Draw two circles, one within the other. Label the inner circle *My comfort zone* and record the touches that make you feel okay, such as high fives with my soccer team, hugs from Grandma, my cat sitting on my lap. Label the outer circle *Out of bounds* and record the kinds of touches that make you uncomfortable, such as Punchbuggy games, other children pulling on my clothes.
- Discuss how some touches are okay in some situations and not in others. Share examples. Personal boundaries differ from person to person and it's important to watch for cues from other people so you respect their boundaries.
- Discuss other types of personal boundaries, such as:
  - topics of conversation
  - what you will ask another person to do.
- Role-play communicating your personal boundaries to another person in different situations, such as:
  - *Your little brother wants to talk with you when you are having a shower.*
  - *The student sitting behind you in class often bangs your chair with his foot.*
  - *A student you don't know very well often hugs you at recess and you find this uncomfortable.*

Extend and commit

- Research how different cultures in the world have different customs about touching. For example, in some countries people greet by kissing on both cheeks, by exchanging special signals or words, or by touching foreheads.

Sample **Assessment** Activities

- Complete these sentence starters about personal boundaries:
  - "I am comfortable when …"
  - "It makes me feel good when …"
  - "I am uncomfortable when …"

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–5.8 *The student will* promote safety practices in the school and community.

Sample Learning Activities

Get ready

- Brainstorm a list of potential safety concerns you observed on your way to school, such as icy sidewalks, busy intersections or large potholes.

Explore and apply

- In pairs, choose one potential safety issue and develop a strategy to assess the risk. For example:
  - develop an observation checklist
  - use the checklist to describe and record the number of times the danger affects someone
  - develop a neighbourhood survey
  - use the survey to ask members of the neighbourhood to comment on the danger.
- Develop a plan to reduce the risk of an identified safety danger. For example:
  - design a leaflet on the dangers of icy sidewalks and ways to prevent them
  - write a letter to city council identifying the danger posed by a pothole and asking that it be repaired quickly.
- Look for situations in your community in which a safety risk was identified and a specific action was taken to reduce this safety risk.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

Extend and commit

- Invite a municipal, town or city council member in to discuss safety issues in the community.
- Design a safety ad for the school newsletter.
- Over the next month, bring in newspaper clippings of stories about people making (or not making) responsible and safe choices in schools and communities.

Sample Assessment Activities

- Imagine your class is going on a science field trip to a local pond. There will be two areas at the site—a small dock and a rocky beach. Use the chart below to develop a safety plan. Include at least three points in each column.

Potential dangers	Safety guidelines	Strategies for promoting and enforcing safety guidelines

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Outcome W-5.8 (continued)

Connections

Ideas for promoting safety practices in the school and community

Students can:
- volunteer as crosswalk monitors
- walk to school with younger siblings, helping them practise safety at crosswalks and intersections
- take courses in bicycle safety or other related safety courses available in the community
- model safety in the home, playground and at school when playing with or near younger children or siblings
- use paths and trails for cycling and inline skating, rather than main roads
- obey safety rules to avoid injury to self and others
- be aware that unsafe behaviour can put self and others at risk of injury.

Parents can:
- ask children about safety rules before going out on walks or rides
- teach safety practices while out on family walks and bike rides
- quiz children on traffic signs while walking or driving in the community
- encourage children to watch out for younger siblings
- model safe behaviour when driving, crossing the street or riding a bike.

Communities can:
- facilitate a variety of safety courses for children or families through various agencies, such as Canadian Safety Council's course for all-terrain vehicle (ATV) safety
- provide youth cycling clubs in which rules for bicycle safety are taught and practised
- provide safe paths for walking, cycling and inline skating
- post visible signs on paths and trails.

GRADE
5

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☑ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

W–5.9 *The student will* determine appropriate safety behaviours for community recreational situations; e.g., using snowmobiles, all-terrain vehicles, trampolines.

Sample Learning Activities

Get ready

- Brainstorm a list of recreational activities that require special safety behaviours.

Explore and apply

- In pairs, choose one recreational activity and research information to include in a safety tip sheet. You could also use this information to put together a one-minute public service announcement promoting safe play.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

Extend and commit

- Invite a coach or athlete to discuss the safety issues of a particular sport or recreational activity.

Sample Assessment Activities

- Choose one recreational activity that you participate in (or would like to) and list three safety behaviours for that situation.

Teacher Background

Recreational vehicle safety

Facts about all-terrain vehicle (ATV) safety

- An ATV is not a toy. It is a vehicle and there are rules for its use in the *Off-Highway Vehicle Act*.
- ATV riding requires special skills and knowledge.
- Riders can take the Riders Safety Course offered by the Canadian Safety Council.
- Riders should read the owner's manual.
- Children under 14 years old must be supervised by an adult when riding.
- ATVs are for off-road use only.
- You must wear protective gear—helmet, eye protection, gloves, boots, long-sleeved shirt and pants.
- ATVs must be the right size for the rider. If you have to reach to put your feet on the foot rests or put your hands on the handlebars, the vehicle is too large for you.
- Only adults should start and refuel the ATV.
- Your feet must stay on the footrests at all times.
- Keep your hands and feet away from all moving parts, including the hot engine, exhaust pipes and muffler.
- ATVs are for one person only. Never carry a passenger.
- Do a safety inspection of the vehicle before each use.

Adapted with permission from Alberta Transportation, *Recreation Safety: "Let the Rules Be Your Tools"* (Edmonton, AB: Alberta Transportation, n.d.), p. 17.

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Outcome W-5.9 (continued)

Facts about snowmobiles and safety

- Wear warm, layered clothing or clothing designed to protect you from winter temperatures.
- Wear an approved snowmobile helmet.
- Carry proper survival gear.
- Most collisions happen during reduced winter light or darkness.
- When involved in a collision, snowmobilers are more likely to receive serious injuries than people in other vehicles.
- Passengers, as well as drivers, must know and obey all rules.
- Riding in ditches along the highway requires special permission from the municipal government.
- Avalanche forecast information reports are available by calling 1–800–667–1105.
- You must be 14 years or older to operate a snowmobile by yourself in a public place.
- Listen to the weather forecast before going out.
- Ride at safe and reasonable speeds.
- Always travel on the right-hand side of the trail.
- Use proper hand signals for turning.
- Do not ride on the highway. When crossing a highway, you must stop, all passengers must get off and the driver must cross in the shortest, safest way possible.
- Avoid travelling on frozen lakes or rivers.
- Plan your trip before you go, and stick with your plan. Tell another person your route and your expected return time.
- Stay on trails and areas where snowmobiles are allowed.

For more information, see the following Web sites:

- Traffic Safety Initiative, Alberta Transportation at www.saferoads.com
- Alberta Snowmobiling Association at www.altasnowmobile.ab.ca.

Adapted with permission from Traffic Safety Initiative, Alberta Transportation, *Safety Goes a Long Way: Your Pocket Guide to Snowmobile Safety* (Edmonton, AB: Alberta Transportation, n.d.), pp. 3, 4, 6, 14.

Connections

Ideas for promoting safety in community recreational situations

Students can:

- be aware of the rules or laws for their preferred recreational activities
- be aware that caution is required when operating or being around recreational vehicles
- be aware that children must be a certain age to drive or use certain recreational vehicles
- know and follow the rules for safe operation of recreational vehicles
- use recreational vehicles under the supervision of parents, responsible adults or older, responsible siblings
- ask their parents about the safe operation of new or unfamiliar recreational vehicles
- wear all proper safety equipment associated with recreational activities
- refuse participation in an activity if safety equipment is not available or rules are not being followed
- be aware that unsafe operation of recreational vehicles can endanger themselves as well as their companions.

Outcome W-5.9 (continued)

Parents can:

- talk to children about the safe use of recreational vehicles and the importance of wearing safety equipment
- accompany and supervise children when using recreational vehicles
- demonstrate the correct use of recreational vehicles and require that children are able to operate them properly
- provide safety equipment when children are using bicycles, recreational vehicles, skateboards and inline skates
- discuss with children the safe use of recreational equipment before purchasing the equipment
- before purchasing recreational equipment for the family, discuss its use and safety precautions with children
- require that children wear protective clothing and gear for certain recreational vehicles
- know their children's favourite activities and what facilities are available for them
- investigate the safety of local recreational facilities, such as skateboard parks, dirt bike trails
- model the correct use of safety equipment and follow the rules when out with the family.

Communities can:

- restrict recreational vehicles to appropriate areas within the community
- provide well-groomed off-road trails for recreational vehicle use by families
- be aware of required equipment for various sports and require their use
- post rules for safety in all community parks and recreation facilities, and enforce their use by all patrons
- encourage local recreation facilities to rent sports safety equipment
- model correct use of equipment as adults and mentors in the community
- provide instruction to families on the safe use of recreational vehicles.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–5.10 *The student will* describe and demonstrate ways to assist with injuries of others; e.g., basic first aid.

Sample Learning Activities

Get ready

- Brainstorm a list of basic first-aid procedures a Grade 5 student needs to know. The list might include:
  - helping a choking person
  - treating mild burns
  - responding to a person having a seizure
  - applying pressure to cuts
  - comforting a person who is hurt.

Explore and apply

- Choose one first-aid procedure from the list. In small groups, research how to use this technique and design a poster to teach others about the technique. Prepare a three- to five-minute demonstration to share with the class.

Extend and commit

- Organize a St. John's Ambulance or Red Cross first-aid course for students in your school.

Sample Assessment Activities

- Describe three things you could do if a friend fell from the top of a piece of playground equipment.

Teacher Background

Basic first aid for students

The first thing to do is to get adult help.

Choking

If someone is choking, ask the person to speak. If the person can speak, he or she should be left to cough until the problem is resolved. If the person cannot speak, the airway is blocked. At that time, the Heimlich manoeuvre or the abdominal thrust should be used to dislodge the material blocking the airway.

Bleeding

If someone is bleeding, stay calm and send for help, if possible. To protect yourself from another person's blood, use plastic gloves or even a plastic bag to cover your hands. You can also use the injured person's own hand to apply pressure to a cut. Attempt to stop the bleeding by applying direct pressure. The limb should be elevated if direct pressure is not effective. A cut should be covered with a bandage or clean cloth.

Outcome W-5.10 (continued)

Burns
If a person is being burned by flames, smother the flames with a coat or blanket. Call for emergency help right away. Less serious burns must be cooled properly with cool water. If someone has been burned on a stove, an iron, by a spark from a campfire, etc., help the injured person cool the burn, stay and comfort them, and get help. If it is a serious burn, call 911 for help.

Poisons
Students should be aware of common household items that can be poisonous, such as laundry soap, cough syrup (if too much is taken), perfume, pills, hair spray, gasoline, cleaning products. If a person has ingested poison, get help as soon as possible from an adult, or by calling the Poison Control centre or 911. Do not give the person something to drink or make the person throw up. If possible, keep a sample of the poison for when medical help arrives. Comfort the person until then.

Comforting a person who has been injured or frightened
It is important to comfort a person who has experienced trauma. After an injury or fright, a person may feel faint, cold, dizzy, afraid, sick or shaky. Cover the person with a blanket or coat. Stay with the person until help comes, or until he or she is feeling better.

Connections

Ideas for promoting and enhancing basic first-aid skills

Students can:

- be aware that preventing injuries is important
- follow safety rules in all situations
- learn basic first-aid treatments at home or school and use them if a friend or family member has a minor injury
- know what to do in an emergency.

Parents can:

- keep a first-aid kit in the home and car, and take it on family outings and vacations
- teach and practise first-aid treatments for minor injuries with children
- when treating minor injuries at home, explain each step; for example, "Watch how I clean this cut to avoid getting dirt inside …"
- encourage safe behaviours in the home and on family outings
- talk to children about the importance of safety and knowing what to do if an accident or injury happens
- talk to children about what to do if a situation is too difficult for them to handle, such as asking an adult for help, calling 911.

Communities can:

- provide basic first-aid and babysitting courses for children in the community
- ensure that proper first-aid kits are available at local community and recreation centres.

GRADE
5

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–5.1 *The student will* recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt.

Sample Learning Activities

Get ready

- Discuss how emotions are an important part of who we are because they tell us all kinds of things about ourselves, such as:
  - what is happening around us
  - what we want
  - what is important to us
  - what we need to do to take care of ourselves
  - what we like or dislike.
- Discuss what happens when we ignore our emotions or express them in negative ways.
- Brainstorm a list of emotions.

Explore and apply

- Divide up the brainstormed list of emotions. Working in pairs, describe three positive and appropriate ways to express the emotion. Share them with the class. Discuss.
- Discuss situations in which the expression of emotions is important. Generate scenarios in which students feel angry, stressful or lonely, and discuss the range of expressions possible and why some choices are more helpful than others.

Extend and commit

- Identify three emotions that are important to you and design a collage illustrating how you express these emotions.

Sample Assessment Activities

- Complete these statements:
  - "It's important to express feelings because …"
  - "When expressing emotions, it's important to consider …"
  - "Three positive ways to express frustration or anger are …"

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GRADE
5

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–5.2 *The student will* identify and use long-term strategies for managing feelings; e.g., dealing with disappointment, discouragement.

Sample Learning Activities

Get ready

- In your journal, write a list of 10 feelings that are challenging to manage.

Explore and apply

- Distribute three post-it notes to each student and ask them to write the name of an important but difficult-to-manage feeling on each. Gather the sheets and create a list.
- Choose one important feeling from the list and develop short-term and long-term strategies for managing the feeling. Consider daily routines and practices you can put in place. Work together as a class to develop an action plan that includes:
  - **behaviours** to help you manage these feelings more effectively; for example, getting enough sleep, regular physical activity and good eating habits so you have the energy and stamina for coping
  - **self-talk statements** to use every day
  - **a support network** of friends, family and trusted adults to give you encouragement and advice
  - **stress-management strategies** so your feelings do not overwhelm you, such as taking walks when you feel angry, counting to ten before you respond to something someone has said, or having a book to read on the bus
  - **goals** that build your confidence, focus your energy and improve your enjoyment of life.

Extend and commit

- Find self-help books written for young people. Write a review of one of the books for your class or school newsletter.

Sample Assessment Activities

- Write an advice letter in response to the following question.

Dear Solutions,
I'm a Grade 5 student who works really hard at school. Despite my hard work, I'm just getting 50s on my math tests. This is really disappointing.
I'm feeling so discouraged I don't feel like trying anymore. What can I do?
Sadly yours,
Feeling Blue

GRADE

5

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

☐ Teacher Background

☐ Home/School/Community Connections

☐ Student Information

☐ Student Activity Master

R–5.3

The student will recognize that stressors affect individuals differently, and outline ways individuals respond to stress.

Sample Learning Activities

Get ready

- As a class, discuss and define **positive stress** and **negative stress**.

Explore and apply

Benefits Health

- Generate a list of potentially stressful situations at home and school. Mark positive stresses with a plus sign and negative stresses with a minus sign. Mark stresses that could be both positive and negative with a star.
- Generate strategies for coping with three stressful situations from your list.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- As you watch your favourite television programs, look for situations where the skill of coping enters into the plot. You may be surprised at how many program scripts focus on coping with stress.

Sample Assessment Activities

- Make a list of 10 feelings associated with stress.
- Think about a favourite book and describe how one of the characters copes with stress.

GRADE
5

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–5.4 *The student will* practise effective communication skills; e.g., active listening, perception checks.

Sample Learning Activities

Get ready

- As a class, discuss and define **effective communication**.

Explore and apply

- Give directions for a partner to draw several geometric shapes. The partner must not ask questions or receive any type of feedback on the drawing. Repeat the exercise, but this time questions and feedback can be part of the communication. Compare the drawings. How did communication affect both the experience and the final outcome?
- Identify key factors in effective communication, including:
  - – active listening
  - – checking for understanding
  - – sending clear messages.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Cooperation

Extend and commit

- Think about people in your life who you consider good communicators. What kinds of things do they do and say that make them effective communicators?

Sample Assessment Activities

- Write a communication tip sheet for yourself. What are five things you can do to be a better communicator?

Teacher Background

Effective communication

People spend more time listening than in any other form of communication, yet listening skills are often poorly developed. Many of us are good at talking—sending messages—but most of us need to improve our receiving skills.

A perception check is a way to check that you've understood what another person is trying to communicate. To do a perception check:

- think about what the person said
- restate or paraphrase the speaker's thought
- ask the speaker for clarification by using statements, such as: "So I understand that …" or "What I hear you saying is …"

Sometimes, a paraphrase includes the speaker's emotions as well as his or her words. This is especially important if you are listening to a person with a problem.

Sometimes, a paraphrase is a simple reflection and other times, it involves interpreting what the person said. This allows you to show the person that you are listening to what he or she is saying nonverbally as well as verbally.

Outcome R-5.4 (continued)

Active listening has two main advantages First, it increases your chances of receiving a message correctly. Second, it makes you pay attention.

Connections

Ideas for promoting and enhancing active listening and effective communication skills
Students can:
- be aware that listening is a skill that requires practice
- be aware that there are many things people do that make them poor listeners
- be aware that part of having a good relationship with friends, family members and teachers is being a good listener
- practise active listening at home during family meetings
- practise active listening when talking to friends who are upset or need to talk
- practise active listening when discussing issues with parents.

Parents can:
- model active listening in family conversations
- set family meetings to practise better listening skills as a group
- paraphrase children's spoken messages carefully
- use I-messages to communicate feelings
- be aware that children need to have their feelings acknowledged.

Communities can:
- provide family workshops on listening and communication skills
- model active listening when volunteering in youth clubs and associations.

GRADE
5

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–5.5 *The student will* identify possible changes in family relationships, and explore strategies for dealing with change; e.g., loss.

Sample Learning Activities

Get ready

- Brainstorm a list of changes families may go through. Mark each change with an **N** for a natural change, an **I** for an intentional change or **NI** if the change is both.

Explore and apply

- Create a list of strategies you can use when experiencing change or loss; for example:
  - talk to someone
  - write in a journal
  - find new activities that comfort you
  - take one day at a time.

Extend and commit

- Find a novel or short story that features a character dealing with changes in his or her family. Do a book talk for the class and identify the strategies the character uses to deal with change.

Sample Assessment Activities

- One of your parents will be working out of town for the next three months. Describe three strategies you can use to cope with this change. How can you help other family members handle this change?

Connections

Ideas for effectively coping with change and loss in the family

Students can:

- be aware that it is okay to feel sad or angry when they have experienced a loss
- recognize that their feelings come from having lost someone or something, such as a friend, family member or pet
- talk to a trusted adult about their feelings
- write about their feelings in journals
- invite a friend to family activities for support and companionship
- talk to friends, older siblings or cousins who have faced similar changes or losses.

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Outcome R-5.5 (continued)

Parents can:
- be sensitive to children's feelings and recognize that they need to have their feelings acknowledged
- be available to talk about the change or loss when the children are ready
- be prepared for children to be angry if the change involves moving away from friends or the separation of parents
- model appropriate coping skills by talking about feelings of loss, hurt, anger or disappointment
- invite cousins or friends to family activities when children are ready for support.

Communities can:
- provide family programs for dealing with loss through local health and wellness agencies
- sponsor mentorship programs for children in the community through Big Brothers/Big Sisters or similar agencies.

GRADE

5

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

☐ Teacher Background

☑ Home/School/ Community Connections

☐ Student Information

☐ Student Activity Master

R–5.6 *The student will* investigate the benefits of fostering a variety of relationships throughout the life cycle; e.g., cross-age relationships.

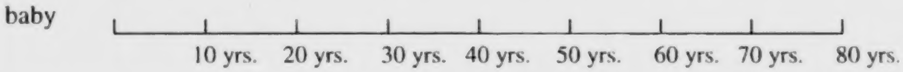
Sample **Learning** Activities

Get ready

- In your journal, take three minutes to write what friendship means to you. Think beyond just having fun with another child your age. Consider people of all ages in your life and how your relationship with each person is valuable.

Explore and apply

- Brainstorm a list of important people in your life.
- Draw a graph and label with ages from 10 years old to 80 years old.



- Put one check mark on the graph for the age of each important person on your list. Do you have relationships with people across the age levels?
- Work with a small group and brainstorm the benefits of having friends in each age group. Organize your ideas on a chart, such as the one below.

Younger than you	Same age	Older children	Adults	Seniors

Extend and commit

- Ask the librarian to recommend books about cross-age friendships. Read one of the books and do a book talk for the class. Discuss how each of the characters benefited from the cross-age friendship.

Sample **Assessment** Activities

- Write a letter to the oldest important person in your life. This may be a grandparent, neighbour or student in another grade. Tell that person three things you like doing together and three reasons why you value the relationship.

Outcome R-5.6 (continued)

Connections

Ideas for promoting and enhancing the benefits of cross-age relationships

Students can:
- spend time with their parents and their friends' parents doing a variety of activities
- choose an adult mentor who has similar interests or abilities
- get to know aunts, uncles and older cousins
- spend time with younger siblings and cousins, teaching them new things or helping with homework or special projects
- volunteer as a peer tutor for younger children
- get involved in school leadership groups
- volunteer as playground or lunch monitors at school.

Parents can:
- introduce children to their adult friends
- help children choose suitable adult mentors
- plan activities with family friends
- invite older and younger children to join in family activities
- provide opportunities for children to spend time with relatives of various ages
- allow children to spend time with trusted neighbours
- invite children's friends over or invite them to join an activity.

Communities can:
- provide a variety of youth clubs and programs in which adults and children work together, such as 4-H, Brownies, Guides, Cubs or Scouts
- invite children to participate in programs involving community seniors
- plan community family activities
- encourage block parties within the community.

GRADE
5

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–5.7 *The student will* apply mediation skills when resolving conflicts; e.g., recognize feelings of others, allow others to express opinions.

Sample Learning Activities

Get ready

- Use an Idea builder to discuss and explore the concept of **mediation**. Mediating is working with two or more people to reach an agreement.

Explore and apply

- Consider a typical conflict on the playground. Make two columns on the board. In the first column, list hot responses that are likely to escalate the conflict. In the second column, list cool responses that are likely to defuse or resolve the conflict.

When there is a conflict

HOT Escalating responses	COOL Defusing responses
– hitting	– leaving the scene
– name-calling	– ignoring insults
– sulking	– saying “I’m sorry you feel that way”
– getting others to join the conflict	– getting someone to help
– shouting	– talking about the problem
– swearing	– listening to the other person

- Examine the hot responses and discuss why they tend to escalate conflict.
- Discuss why cool responses help resolve conflict.
- Draw a cartoon for each cool response. Include tips for using mediation strategies in conflict situations.

Extend and commit

- Invite a professional mediator to talk to the class about the types of strategies he or she uses on the job.

Sample Assessment Activities

- Your two friends are arguing about who should do the drawing and who should do the writing on your group project. List three strategies you can use to mediate this conflict.

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Outcome R-5.7 (continued)

Connections

Ideas for promoting and enhancing mediation skills

Students can:

- learn the power of politeness by using "please, thank you, excuse me, I'm sorry"
- talk about small conflicts before they become big problems
- take turns talking and listening during class meetings and discussions
- learn to talk more quietly when angry
- act as playground mediators for conflicts among primary students on the playground
- get involved in an elementary peer mediation group
- participate as leaders or mediators in class meetings to resolve issues within the classroom.

Parents can:

- model proper conflict intervention when dealing with sibling conflicts in the family
- practise peaceful conflict resolution with family members
- make and keep a family pact never to use violent words or actions against each other when conflicts arise
- create a time-out space where family members can go to think when conflict arises.

Communities can:

- provide courses on family mediation for parents and families
- model peaceful conflict resolution as community leaders in clubs and youth organizations
- model politeness with adult and youth customers in local public businesses
- support or sponsor peace initiatives in local elementary schools and classrooms.

GRADE
5

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☑ Student Activity Master

R–5.8 *The student will* develop strategies to address personal roles and responsibilities in groups; e.g., dealing with conflict in group situations.

Sample Learning Activities

Get ready
- Complete the following sentences:
  - "I work best in a team that …"
  - "My strength as a team player …"
  - "I'd like to improve …"
  - "I think working on a team is important because …"

Explore and apply
- Discuss "Is it my responsibility to help other people in a group?" Discuss what happens if you ignore difficulties in a group.
- Work with a partner to complete *Student activity master 32: How I can help my group* on page C.33 in Appendix C.

Extend and commit
- Look over the list of common difficulties in *Student activity master 32: How I can help my group*. In your journal, discuss which of these behaviours you sometimes demonstrate. What can you do to control these behaviours in yourself?

Sample Assessment Activities

- If another person in your group is not working or contributing ideas, list three strategies you can use to make sure your group gets the work done despite this person's reluctance to participate.

GRADE
5

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–5.9 *The student will* explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members.

Sample Learning Activities

Get ready
- Discuss how team or group members, such as the school volleyball team or the art club, provide support to one another.

Explore and apply
- Brainstorm group activities that take place in class.
- In a small group, generate a list of ways group members can support one another.
- Identify and discuss opportunities for offering support to team members.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit
- Observe your teachers for a one-week period and note the strategies they use to encourage participation of all class members. Which of these strategies can you start to use with your team or group?

Sample Assessment Activities

- Identify and describe three opportunities you had this week to practise respectful communication strategies in a team or group.

Teacher Background

Encouraging cooperation

One of the best ways to teach students how to act in teams and groups to enhance cooperation and effective group interaction is to model behaviour that encourages cooperation. There are many ineffective ways to request or demand things of students. There are also ways of interacting with students that encourage them to do what you need them to do without causing stress for anyone.

In their book, *How to Talk so Kids Can Learn*, Adele Faber and Elaine Mazlish recommend a number of strategies for encouraging cooperation. Their strategies include the following.

Instead of questioning and criticizing, you can:
- Describe the problem. “I see wet paint all over the floor.”
- Give information. “It’s easier to remove paint before it dries.”
- Offer a choice. “You can clean it up with a wet rag or a damp sponge.”
- Say it with a word or gesture. “The paint!”
- Describe what you feel. “I don’t like to see the floor splattered with paint.”
- Put it in writing.

Reprinted with permission of Rawson Associates/Scribner, an imprint of Simon & Schuster Adult Publishing Group, from *HOW TO TALK SO KIDS CAN LEARN – AT HOME AND AT SCHOOL* (p. 83) by Adele Faber and Elaine Mazlish, with Lisa Nyberg and Rosalyn Anstine Templeton. Copyright © 1995 by Adele Faber, Elaine Mazlish, Lisa Nyberg and Rosalyn Anstine Templeton.

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Outcome R-5.9 (continued)

Connections

Ideas for promoting respectful communication and participation of all group members

Students can:
- practise using I-messages when sharing their feelings and requests
- be aware that they need to consider others' points of view in addition to their own
- be aware that everyone's feelings and ideas need to be acknowledged
- work in groups of varying compositions in class and when playing sports or games
- choose specific roles for all group members and perform those roles consistently
- learn to ask, rather than demand
- learn to take turns, listen to others and use restraint in group discussions.

Parents can:
- consistently acknowledge children's feelings
- use strategies for encouraging cooperation, such as expressing feelings, describing a problem, offering choices or putting the request in writing, rather than questioning or criticizing
- model cooperation and empathy in family meetings
- give children equal opportunities to share their ideas and feelings in family discussions
- allow children to participate in setting up chore schedules, planning family activities or choosing consequences.

Communities can:
- provide opportunities for children to work in groups through community youth clubs and programs
- use strategies for encouraging cooperation, rather than questioning or criticizing, when working as mentors or youth leaders in the community
- provide effective parenting programs through local family agencies.

GRADE
5

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☑ Home/School/Community Connections
☑ Student Information
☐ Student Activity Master

L–5.1 *The student will* identify and implement an effective time management plan; e.g., prioritize goals.

Sample **Learning** Activities

Get ready

- Think about when you were in Grade 1. You probably didn't have the kind of activities and responsibilities that meant you had to think a lot about time management. Now that you are in Grade 5, think about the activities you do and the responsibilities you have that rely on you managing your time effectively.

Explore and apply

- Make a list of all the activities and jobs you do in one week. Note how much time each takes. Put a star beside items that you have difficulty finding time to do. For example, Do you plan enough time for homework each night? Are you late for school because you run out of time finding clothes to wear?
- Design a chart to help you develop a personal time-management plan that has a place for all of these things. Trade with a partner and compare. Make sure you include time for thinking and relaxing.
- Discuss how organized people often make To-do lists that help them focus and stay on track during the day. Usually, lists are prepared each evening for the next day. Create a To-do list for today. Estimate the amount of time needed for each task.
- Discuss what a priority is and how to set them.
- Create a coding system to set priorities, such as A = most important, B = important, and C = least important.
- Review *Student information master 24: Time management: how to stay organized and use your time wisely* on pages B.30–B.31 in Appendix B.

Extend and commit

- Organize a show and share in which individual students give a one-minute talk and demonstration of a strategy they use for time management. Have a sign-up sheet to ensure that each person is demonstrating a different strategy.

Sample **Assessment** Activities

- List three activities you must have time for each week. Explain why. List three activities you'd like to have more time for.
- Develop a time-management plan to complete a science project due in two weeks. List:
  - what you have to do
  - how long each task will take.

  Put your plan on a two-week calendar.

Outcome L-5.1 (continued)

Connections

Ideas for promoting and enhancing time-management skills

Students can:

- use a day planner to write down their homework and planned activities
- create and use a daily and weekly schedule
- get involved in curricular and extracurricular activities of their choice
- set aside time for homework and relaxation.

Parents can:

- monitor children's work and leisure time
- provide feedback about the amount of time spent in work and recreation
- model a balanced lifestyle by including extracurricular activities in their lives
- provide children with free time to think, rest and rejuvenate
- encourage healthy amounts of work and leisure time
- provide time and space for homework
- supervise students working on school projects in the home.

GRADE
5

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–5.2

The student will affirm personal skill development; e.g., identify and analyze changes in personal interests, strengths and skills.

Sample Learning Activities

Get ready

- Take three minutes and make a list of all the topics and things you are interested in.
- Take five minutes and write down 100 skills you have. Consider all areas of your life.

Explore and apply

- Review your list of interests with a partner. Combine lists to make a master list of personal interests of the students in your classroom.
- Review your list of skills with a partner. Sort the skills into four or five categories. Categories could include:
  - people skills
  - knowing-myself skills
  - artistic skills
  - physical/athletic skills
  - academic skills.
- Put a star beside the three skills that are most important to you.
- Put an "N" beside new skills that you have recently developed or discovered.
- Put an "I" beside skills that you would like to improve.

Extend and commit

- Discuss how personal interests and skills are related.

Sample Assessment Activities

- Choose one personal skill that is important to you. Explain why. Describe how you developed this skill. How would you like to improve the skill in the future?
- Choose one personal interest that is important to you. Explain why. Describe how you developed this interest. How would you like to pursue this interest in the future?

Connections

Ideas for promoting and enhancing personal skill development

Students can:

- collect certificates, awards and letters, and keep them in a safe place
- arrange saved items according to themes or skill groups, such as academic, musical, service or athletic
- talk to parents about interests to develop in the future.

Outcome L-5.2 (continued)

Parents can:

- note aptitudes and talents, and talk to children about their abilities
- help children collect and save samples of work, and other items for inclusion in portfolios
- help children develop skills at home, and through hobbies and lessons
- act as mentors to children and their friends who share common interests and abilities
- take photographs during various stages of school projects
- provide positive feedback for skill development
- talk to children about their skills and development.

Communities can:

- make career-related presentations in schools, pointing out the need to develop skills and collect evidence of learning
- recognize the achievements of community children in competitions and service through local media
- sponsor community youth programs, such as Brownies, Guides, Cubs, Scouts or Cadets
- provide reference letters noting achievements and efforts of community children.

GRADE
5

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–5.3

The student will investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making.

Sample Learning Activities

Get ready

- Do a think–pair–share with a partner, discussing:
  - one decision you made impulsively that worked out
  - one decision you made impulsively that you wish you hadn't
  - one decision that you didn't make and as a result, another person made it for you
  - one decision that you didn't make and as a result, circumstances made it for you
  - one decision you delayed and you're glad you did
  - one decision you delayed and you're sorry you did.

Explore and apply

- Work in pairs or small groups and brainstorm a list of decision-making situations that a typical Grade 5 student might face. Note an appropriate strategy for each kind of situation, including:
  - quick decisions
  - delayed decisions
  - check-with-an-adult decisions.
- Develop a list of fun and effective ways to make quick decisions; for example, toss a coin, let the other person choose, close your eyes.

Extend and commit

- Consider the decision-making experiences you explored in the think–pair–share. Do you need to improve your decision-making habits? Explain why or why not.

Sample Assessment Activities

- List two personal decisions made impulsively, two you delayed and two that were made for you by someone else. Rate each of these decision-making experiences as "**E**" for effective, "**C**" for could have been better or "**D**" for disastrous.

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Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

☐ Teacher Background

☑ Home/School/Community Connections

☐ Student Information

☑ Student Activity Master

L–5.4 *The student will* analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits.

Sample Learning Activities

Get ready

- Brainstorm a list of all the factors that can affect the planning and attaining of goals. Discuss.

Explore and apply

- Use *Student activity master 33: What can affect your goals?* on page C.34 in Appendix C to analyze factors that may affect the planning and attainment of one of your personal goals. Share with a partner and discuss.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

Extend and commit

- Identify one personal obstacle to successful goal setting and develop an action plan to overcome this barrier.

Sample Assessment Activities

- Describe one school goal you have this year and explain how your personal commitment, work habits and attitude could affect your plan for how to reach the goal.

Connections

Ideas for promoting and enhancing goal-setting skills

Students can:

- be aware that many things affect their goals and choices
- recognize that achieving goals requires developing good habits and personal commitment
- talk to parents about their goals for school and for areas of personal interest
- write down personal goals for the year and keep in a safe place
- plan rewards to celebrate the achievement of small and large goals
- realize that friends and siblings may have different goals due to differences in abilities, family situations and beliefs.

Parents can:

- talk to children about their own goals and personal habits for success
- ask children about their goals and why they have chosen them
- help children to describe how they can work to meet their own goals
- provide assistance in setting goals and following the steps to achieving them
- model goal setting and commitment by setting family goals and working together to achieve them.

Communities can:

- provide opportunities for setting and achieving goals through youth programs
- volunteer as guest speakers in schools to talk about goal setting and the habits needed to achieve important goals
- use local media to recognize community members of all ages upon achievement of significant goals.

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GRADE

5

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–5.5 *The student will* relate personal skills to various occupations.

Sample Learning Activities

Get ready

- Imagine that today you could have any job you wanted. What kind of occupation would most closely match your current skills?

Explore and apply

- Choose three occupations and draw a web showing how your personal skills relate to each.
- On a second web, show related skills you would like to develop in the future.
- Go around the room and name a skill each student has and link it to a potential occupation. Each occupation can be named only once for any one student. Be creative and have fun. For example, classmates might offer suggestions, such as:
  - "John knows all the rules in sports and can explain them to people; he could be a policeman."
  - "I think John is such a fast runner he might consider a career as a dogcatcher."
  - "The presentation Johnny gave on his trip to England showed that he has a talent to be a tour guide or travel agent."

Extend and commit

- Read a biography of a person who accomplished many things in a chosen occupation. Identify skills he or she had as a young person that related to his or her eventual career choice.

Sample Assessment Activities

- Imagine that you have a choice of becoming an animal trainer or a detective. List the personal skills you have that relate to each occupation. What skills would you need that you don't have? Which occupation would be the best match with your current skills?

GRADE
5

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☑ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

L–5.6 *The student will* assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media.

Sample Learning Activities

Get ready

- Complete the following statements about how others may influence your career interests:
  - "My family would be happy if I …"
  - "My parents would be especially proud if …"
  - "My friends tend to think …"
  - "My role models are …"
  - "The media tends to glamorize careers such as …"
  - "The media tends to put down careers such as …"
  - "At this point in my life, I am interested in …"

Explore and apply

- Discuss ways parents can influence career interests of their children; for example, family businesses, take children to their jobs, buy them related toys, save money for education.
- Discuss ways friends can influence each other's career interests.
- Choose one career that you are interested in and draw a mind map showing how your family, friends, role models and the media influence your feelings about and interest in this career.

Extend and commit

- Interview two adults and discuss the factors that influenced their career choices.

Sample Assessment Activities

- At this point in her life, Marta is interested in a career as an astronaut. Use the chart below to list potential messages she may be getting about this career choice.

Career as an astronaut

Family expectations	Messages from friends
Role models she might have	Image in the media

Outcome L-5.6 (continued)

Connections

Ideas for promoting positive career choices

Students can:

- talk to parents, relatives, neighbours, teachers and other trusted adults about their career choices
- talk about their interests in career-related areas with their parents
- recognize that it is okay not to know what they want to do for a career when they are still young
- pay attention to the careers of important adults in their lives who have similar interests, personalities or abilities.

Parents can:

- listen to children talk about what they want to be when they grow up, ask questions and encourage discussion, rather than telling them what they ought to do
- recognize the need to find a balance between under-involvement and over-involvement in their role as career guides
- foster skill development when children express areas of interest
- find ways to communicate values to children so that they will consider those values when making choices for their futures.

Communities can:

- sponsor career-coaching seminars for parents
- make career-related presentations to children in local elementary schools
- act as mentors to children with interests in similar careers
- invite classes on tours of local businesses and services to expose children to a variety of careers and vocations.

GRADE
5

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–5.7 *The student will* identify, within the school, the volunteer service accomplishments of staff and students.

Sample Learning Activities

Get ready
- Brainstorm a list of reasons why individuals give their time and energy to volunteer activities.

Explore and apply
- Design a survey to gather information about the volunteer service accomplishments of staff and students in the school over the past year.
- Collect the data, and organize and display in tables or lists.
- Analyze the data and write a short report for the school newsletter.

Extend and commit
- As part of your survey, include a section about students' future plans for volunteer service.
- Write a feature story for your school newsletter highlighting volunteer activities you would like to do in the future.

Sample Assessment Activities

- Make a Top ten list of how your school is a better place because of the volunteer accomplishments of staff and students.

Connections

Ideas for promoting volunteerism and service learning

Students can:
- observe how they help others through participation in volunteer activities
- volunteer in primary classrooms
- volunteer to do tasks, such as feeding pets and shovelling the walk, for trusted neighbours while they are away or unable to do them on their own.

Parents can:
- model service by volunteering in the school, community or neighbourhood
- talk about good experiences in volunteer positions or tasks
- ask children about their class volunteer experience
- plan a volunteer task as a family, starting with helping out people in the family or neighbourhood
- aid children in selection of items for donation
- reward children for volunteering to do tasks for each other within the family.

Communities can:
- support organizations, such as Big Brothers or Big Sisters, that demonstrate benefits of volunteering
- involve elementary classes in local charities, such as preparation of Christmas hampers through local service clubs.

GRADE

5 Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–5.8

The student will develop strategies for showing appreciation for volunteer contributions; e.g., use communication technologies.

Sample Learning Activities

Get ready

- Brainstorm a list of strategies people use to show appreciation for one another.

Explore and apply

- Plan a volunteer appreciation campaign. It could be an event, a letter-writing campaign, a feature on the school Web site—use your imagination to develop an effective plan.

Extend and commit

- To be most effective, volunteer appreciation should be ongoing rather than a single, annual event. Develop a plan for supporting and recognizing volunteer contributions throughout the year.

Sample Assessment Activities

- Your class is putting together a *Volunteer appreciation handbook*. Explain one strategy for showing appreciation for volunteer contributions in your school. This explanation will become part of the handbook and may be shared with other schools who want to start a volunteer recognition program.

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GRADE
6

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–6.1 *The student will* evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection.

Sample Learning Activities

Get ready

- Discuss: "What is balance?" and "How important is it to have balance in your life?"

Explore and apply

- Complete a weekly schedule showing how you spend your time. Colour code activities to reflect the following categories: physical activity, relaxation, learning, sleep and reflection.
- With a partner, look at your schedule and evaluate how balanced your life is.
- If necessary, develop a three-step plan to achieve better balance in your life.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Benefits health

Extend and commit

- Create a collage entitled *Keeping balance in my life*. Use words and pictures to show the benefits of a balanced life that includes time for physical activity, relaxation, learning, sleep and reflection.

Sample Assessment Activities

- Complete the following statements:
  - "The kinds of physical activity I enjoy are …"
  - "I make room in my life for these activities by …"
  - "To relax I …"
  - "When I need to reflect on things I …"
  - "To make sure I get enough sleep I …"
  - "Learning is important in my life because …"
  - "I keep balance in my life by …"
- To download the teacher-developed assessment activity *Healthy Retreat*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *Healthy Retreat*.

  [This assessment task can also be used with specific outcomes W–6.5 and W–6.10.]

**AAC …
Everyday assessment tools for teachers**

GRADE 6

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–6.2 *The student will* determine the health risks associated with the sharing of personal care items; e.g., articles of clothing, food/drinks, brushes, lip gloss.

Sample Learning Activities

Get ready

- Brainstorm health reasons why you would choose to **not** share toothbrushes, combs, make-up or clothing, especially hats. For example, shared toothbrushes or hairbrushes could lead to transmitting cold and flu germs, spreading skin rashes, cold sores or head lice.

Explore and apply

- Role-play positive responses to situations in which another person might ask you to share a personal-care item or an article of clothing. Be polite and friendly but firmly say no.

Extend and commit

- Talk with the music teacher and find out procedures for sterilizing the mouthpieces of musical instruments that might be shared in the school.

Sample Assessment Activities

- Make a list of 10 personal items that are appropriate to share and 10 items that could create a health risk when shared.

Connections

Ideas for reducing health risks associated with sharing personal items

Students can:

- be aware that disease is spread by sharing personal items
- have their own water bottles for sports
- avoid sharing drinks with friends
- bring their own gym clothes and avoid sharing clothing with others
- avoid sharing personal stereo earphones
- avoid sharing earrings or other pierced jewellry
- use proper antiseptic cleaners for rinsing mouthpieces when sharing musical instruments, before and after playing.

Parents can:

- encourage children to have their own water bottles for sports and school activities
- talk to children about the importance of drinking and eating from their own containers only
- model correct behaviour by not sharing drinks, even in the family
- encourage hand washing before and after meals, and when preparing meals
- use separate dishware and cutlery when a family member is sick.

Outcome W-6.2 (continued)

Communities can:

- model proper health habits on community sports teams by encouraging all players to drink from their own bottles and use their own towels
- enforce rules forbidding the sharing of clothing or other personal items by youth in clubs, especially while out on trips
- post signs in public washrooms reminding patrons to wash their hands
- enforce a no-exchange policy on certain jewellry or clothing items in local stores, for health reasons.

GRADE
6

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

W–6.3 *The student will* ***identify and describe the stages and factors that can affect human development from conception through birth.***

Sample Learning Activities

Get ready

- View a video or use a series of diagrams to review the stages of human development from conception through birth.
- Discuss why healthy lifestyle choices are doubly important during pregnancy.

Explore and apply

- Fold a piece of paper into quarters to make a simple picture book illustrating the stages of human development from conception to birth. Label each stage.
- In small groups, research the needs of a pregnant woman; for example, nutrition, exercise, rest, sleep. Identify the health implications for both the mother and baby if these needs are not met.
- Design a poster or prepare a public service announcement that outlines the importance of not smoking, drinking or doing drugs during pregnancy.
- Discuss how individuals and communities can support pregnant mothers in making healthy lifestyle choices.

Extend and commit

- Research the cause and health consequences of fetal alcohol spectrum disorder (FASD). Investigate local and national initiatives for preventing FASD.

Sample Assessment Activities

- List and briefly describe 10 positive health choices a pregnant mother can make in order to give her baby a good start in life.

Teacher Background

Pregnancy and fetal development

Embryo is the term used to describe the egg from the time of implantation to the end of the eighth week of its development. *Fetus* is the term commonly used from the ninth week after conception to birth.

Pregnancy, the gestation period of the fetus, lasts an average of 266 days from implantation to birth. The stages of pregnancy are referred to as trimesters, three stages of approximately three months each. During each stage, there is much growth and development of the fetus, and many changes occur in the mother's body.

Please Note Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

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Outcome W-6.3 (continued)

During the first stage, the embryo is implanted in the uterus and protected by a membrane called the placenta.

The placenta continues to grow; it will be complete by the middle of the second trimester. It is firmly attached on one side to the wall of the uterus by many thin projections. The other side of the placenta is joined to the fetus by the umbilical cord.

The placenta is the lifeline of the fetus. The fetus receives dissolved nutrients, water and oxygen from the mother's blood through this membrane. Wastes and carbon dioxide travel from the fetus through the placenta to the mother's body where they are expelled. Many substances in the mother's blood can be transferred to the child; alcohol and drugs in the mother's bloodstream will travel to the fetus.

The placenta connects both the maternal and fetal bloodstreams, and provides a place for exchanges to occur without direct connection of bloodstreams. The mother's bloodstream feeds into one side of the placenta, the umbilical cord carries the fetal bloodstream to the other side of the placenta and the exchanges occur within the placenta.

The body systems remain separate for the protection of the fetus. The mother's body has her own chromosomal make-up. The fetus has a different chromosomal make-up, because it contains chromosomes from the father as well. Direct blood contact between the mother and the fetus would cause the mother's body to create antibodies to fight this foreign body of different chromosomes. The fetus would be attacked and rejected just as any disease, transplanted organ or graft. The placenta provides protection against this action; it allows exchange of substances without direct blood contact, which would cause rejection. Thus, the placenta is an important barrier as well as connection.

The umbilical cord is a thick rope of tissue that connects the developing baby to the placenta. It holds two arteries and one vein. The vein, unlike other human veins, carries oxygenated blood from the mother to the embryo.

First trimester
During the first trimester, the embryo grows rapidly. Three layers of tissue develop, each layer with its own specific purpose. Together, these layers are the source for all the cells of the human body; they are the ectoderm, the mesoderm and the endoderm.

The cells of the ectoderm become the brain, nervous system, skin, hair and nails, the pituitary gland, and parts of the eye and other sensory organs, among other things.

The mesoderm layer develops into connective tissue, bone, muscle, blood and blood vessels, parts of the reproductive system, and other organs and tissues.

The endoderm layer forms the linings of the lungs and respiratory system, and parts of the digestive tract, and develops the liver, pancreas and thyroid, among other tissues and organs.

After three months of development, the fetus has eyes, ears, limbs and genitals. It weighs about 15 g and is about 5 cm in length.

Outcome W-6.3 (continued)

The mother's body experiences many changes during the first trimester. Hormonal changes cause the breasts to increase in size and become very sensitive. Increased blood flow darkens the nipples. Morning sickness—the feeling of nausea and vomiting—result from changing hormonal levels. Not all women experience morning sickness. The joints and bones of the pelvic region become more flexible and widen. The woman may feel continually tired. Weight gained during this trimester is due to water, not fetal development.

Second trimester
During the second trimester, the fetus and the placenta grow in size and weight. The organs of the fetus develop, and bone and cartilage begin to grow. In the fourth month of pregnancy, the fetus floats freely in the amniotic sac, turning and bending. The fetus can be very active, and these movements can be felt by the mother. The fetal heartbeat can be heard through a stethoscope. By the end of the second trimester, all the major body systems have been formed. The fetus may even have eyelashes. The fetus is now approximately 30 cm in length and weighs less than 1 kg.

The mother's abdomen begins to protrude during the second trimester. Weight is gained, but only a small amount of this weight is from the fetus. The amniotic fluid and the placenta also add weight but, together with the fetus, still account for only about 1/3 of the weight gain at this time. The mother's body is storing nutrients for the fetus and in preparation for lactation and milk production. Her body forms fat reserves and retains water. Water retention may cause swelling of ankles, feet, wrists, hands and face.

Third trimester
During the final three months of development—the third trimester—the fetus grows in size and strength. By the end of nine months, the average fetus weighs at least 3 kg and is about 45–55 cm in length.

The uterus expands as the fetus grows, eventually reaching the mother's breastbone. The fetus moves less as the space becomes restricted. In a curled position, usually head down, the fetus settles. A day or two before birth, the fetus moves down, resting its head on the cervical canal, in preparation for delivery. During this last trimester, the woman gains as much weight as she did in the first six months of pregnancy. The fetus may press against the mother's diaphragm and make breathing difficult. In the last weeks prior to birth, the mother can sense that the fetus has shifted downward.

Originally appeared in *Sexuality: An Education Resource Book* (pp. 56–58). Adapted with permission of Judith Campbell.

Understanding and preventing FASD
For additional information on FASD, see *Teaching for the Prevention of Fetal Alcohol Spectrum Disorder (FASD), Grades 1–12: A Resource for Teachers of Health and Life Skills, and Career and Life Management* (Alberta Learning, 2002).

GRADE
6

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☑ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

W–6.4 *The student will* examine how health habits/behaviours influence body image and feelings of self-worth.

Sample **Learning** Activities

Get ready

- Design a mind map that shows at least six personal health habits and behaviours that influence how you feel about your body.

Explore and apply

- Discuss: "Is it true that the better you take care of your body, the more you'll value and appreciate your body?" Discuss the challenges of keeping that balance between caring about your physical appearance and obsessing over what you look like.
- As a class, brainstorm a list of health habits that influence body image. Sort the habits under the following three headings:

Promotes self-worth	Damages self-worth	Can do either, depending on individual circumstances

Benefits Health

- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Discuss why young people get tattoos and body piercings? Are these expressions of self-worth or an attempt to improve feelings of self-worth? Discuss.

Sample **Assessment** Activities

- Complete the following statements:
  - "Body image is really all about …"
  - "Feelings of self-worth come from …"
  - "Health habits that influence how I feel about my body include …"
  - "One health habit I'd like to improve is …"

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Outcome W-6.4 (continued)

Connections

Ideas for promoting the development of a positive body image

Students can:

- be aware of the variety of body types within family and groups of friends, and know that all body types can be healthy
- look for varieties of body types among television and media personalities
- talk to their parents or older siblings about body image concerns
- appreciate their own physical talents and abilities, such as athletic abilities, musical dexterity and artistic abilities
- be aware that one's physical body makes up only a part of who one is or can be.

Parents can:

- be aware that the beginning of puberty can bring about changes that affect body image
- be aware that puberty changes begin gradually but often earlier than parents might expect
- make a conscious effort to have and model healthy behaviours and attitudes related to body image
- be aware that negative comments about body size and type can be damaging to children's developing sense of worth
- be available to listen and talk when children have questions or concerns about body image
- understand that feelings and concerns related to body image may surface in other ways, such as through behaviours or attitudes
- help your child develop strategies to handle teasing
- ensure that siblings do not tease each other about body size or image
- make a conscious effort not to compare body types among family, friends and celebrities in unproductive ways, such as, "She would look much better if …"
- help your child understand that diversity in body shape and size is normal and natural—all types deserve respect.

GRADE
6

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–6.5 *The student will* analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants.

Sample
Learning
Activities

Get ready
- Review *Canada's Food Guide to Healthy Eating*. Visit Health Canada's Web site at www.hc-sc.gc.ca/hppb/nutrition/index.html to order or download a copy of this guide.
- Review the steps of goal setting and discuss how goal setting can be used to improve eating habits.

Explore and apply
- Design a record-keeping system to track all the food and liquid you consume for one complete day.
- Bring your data to class. Use graphs and other visual tools to organize and display the information. Classify the foods into different groups.
- Use your one-day record to identify eating behaviours that you can improve. Use *Canada's Food Guide to Healthy Eating* for recommended guidelines to help set a goal for one week.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit
- Design a chart comparing your typical food choices at home, school and in restaurants.

Sample
Assessment
Activities

- Complete the following statements about your personal eating habits:
  - "My food diary tells me that, at home, I tend to eat …"
  - "At school, my food habits are …"
  - "When eating at restaurants I …"
  - "Overall, my personal eating habits …"
  - "One habit I would like to improve is …"
- Discuss how your eating behaviours are similar in a variety of settings. Identify how your eating behaviours may be different in different settings.
- To download the teacher-developed assessment activity *Healthy Retreat*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *Healthy Retreat*
  [This assessment task can also be used with specific outcomes W–6.1 and W–6.10.]

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Everyday assessment tools for teachers**

Outcome W-6.5 (continued)

Teacher Background

Setting goals for personal eating habits

Goal setting is a simple, powerful tool for making changes in your daily life. Goal setting is widely used by registered dietitians and nutritionists to promote positive changes to eating habits.

Self-assessment or personal reflection is the first step in goal setting. During this phase, students are asked to look at their current habits as a starting point for change by creating a personalized one-day food record.

Comparison to the standard is the next step. *Canada's Food Guide to Healthy Eating* is recognized as the standard for healthy, balanced eating patterns by nutrition professionals and other health educators. By comparing their food record to the recommendations of the food guide, students gain insight into areas where their eating habits are healthy, as well as areas where they might benefit from change.

The final stages of goal setting are setting a goal, implementing it for a period of time and evaluating the outcome. For goal setting to be as effective as possible, goals should be SMART (specific, measurable, achievable, realistic and time-limited). The student should be encouraged to pick one small area to improve.

Allow time for implementation and then ask students to evaluate their personal progress and outcomes. Remind them that goal setting is not a win/lose approach. Rather, the purpose is to define strategies that best meet each person's individual needs.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Connections

Ideas for promoting healthy eating behaviours

Students can:

- commit to periodically analyzing their eating habits to identify areas for improvement
- evaluate their success at reaching a goal and brainstorm alternative approaches
- propose ways to use goal setting in other areas of their lives
- be aware of the differences in what they eat at home, at school, at friends' homes and at restaurants
- make an effort to drink water during the day at school and avoid soft drinks
- be aware of the amount of snack foods eaten at school
- be conscious of the amount of snacking they do at home between meals and of the kinds of foods they choose
- bring healthy snacks to school for eating between classes
- make healthy choices when eating out in restaurants and eat reasonable amounts.

Outcome W-6.5 (continued)

Parents can:

- help and support children in completing their one-day food records
- teach children the value of striving for continuous self-improvement in all areas of life
- talk about the ways that they use goals and goal setting
- talk about barriers to healthy eating and assist children in brainstorming solutions
- eat at least one meal together as a family each day
- ask children about what they have eaten at school and at friends' homes
- encourage family members to drink sufficient amounts of water per day, and limit the amount of pop and sugary drinks
- take children on grocery shopping trips and discuss food choices
- teach children to read labels for nutritional information on products
- research nutritional information together for favourite fast-food restaurants
- let children make some choices while grocery shopping so they can practise choosing healthy snacks and meals.

Communities can:

- provide nutrition education programs based on goal setting through Alberta Milk, regional health authorities and other organizations
- offer information and support materials focused on *Canada's Food Guide to Healthy Eating* through the regional health authority
- create environments that support healthy eating and active living
- lobby for the promotion of healthy food choices within schools, such as in vending machines, canteens and cafeterias
- discourage the widespread availability of less-nutritious foods, such as soft drinks and higher fat snack foods
- provide vending machines with healthy snack foods
- invite students to visit a local restaurant and discuss how to eat well away from home.

Selected ideas contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

GRADE
6 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–6.6 *The student will* ***examine and evaluate the risk factors associated with exposure to blood-borne diseases—HIV, AIDS, hepatitis B/C; e.g., sharing needles, body piercing, tattooing, helping someone who is bleeding, being sexually active.***

Sample Learning Activities

Get ready

- As a class, discuss and define what a **blood-borne disease** is. List examples and discuss why these diseases are major health issues today.

Explore and apply

- Research the risk factors for various blood-borne diseases.

Extend and commit

- Organize a debate on the issue "Tattooing should be illegal for persons under 18." Consider arguments for both sides.
- Discuss the health guidelines that should be in place at a tattooing or body piercing parlour.

Sample Assessment Activities

- Your good friend in another city just e-mailed to let you know she is having her ears pierced for her birthday. Write an e-mail giving her practical advice to avoid the health risks of this birthday present.

Teacher Background

Exposure to blood-borne diseases

Blood-borne diseases

Blood-borne diseases are diseases transmitted through contact with the blood and/or body fluids of a person carrying the disease. The common ones are HIV (which causes AIDS), and Hepatitis B and C (which can be fatal). The risk situations students in Grade 6 would most likely experience are helping a person who is bleeding, or having body piercing or tattooing done.

Helping a bleeding person

When helping a person who is bleeding, immediately put on a pair of plastic gloves. These should be standard items in first-aid kits. If gloves are not available, use a piece of clothing to stop the bleeding. If there is no material available to apply to the wound, press the injured person's own hand over the wound.

Please Note

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in any learning activity for this outcome that refers to sexual activity.

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Piercing
Medical associations suggest that the only really safe place for piercing is the earlobe because it is made of fatty tissue and has a good blood supply.

The risks of body piercing include the following:
- chronic infection
- prolonged bleeding
- scarring
- Hepatitis B and C (which can be fatal)
- tetanus
- skin allergies to the jewellry used
- abscesses or boils (infected cysts that form under the skin at the sight of the piercing)
- permanent holes in the skin
- choking from mouth jewellry
- a speech impediment
- pain and discomfort.

Piercings should be done at a safe, sterile shop. The shop should:
- be clean
- avoid the use of piercing guns
- dispose of needles in special containers after each use
- sterilize everything that comes near the customer
- require technicians to wear latex gloves and change them after every client.

The high risk of piercing and tattooing is demonstrated by the fact that Canadian Blood Services won't accept blood donations from anyone who has had a body piercing or tattoo within a year because both procedures can transmit dangerous blood-borne diseases.

Adapted with permission from The Nemours Foundation, Inc., "Is Body Piercing Safe?," TeensHealth, 2000, www.kidshealth.org/teen/body_basics/body_piercing_safe.html (July 26, 2001). This information was provided by KidsHealth, one of the largest resources online for medically reviewed health information written for parents, kids, and teens. For more articles like this one, visit www.KidsHealth.org or www.TeensHealth.org.

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Outcome W-6.6 (continued)

Connections

Ideas for reducing risk factors associated with blood-borne diseases

Students can:
- be aware that blood-borne diseases may be spread through nonsterile needles and piercing tools
- discuss piercing and tattooing with their parents and get permission before having any work done
- be aware that self-piercing is unsafe
- avoid sharing jewellry for piercings with friends or family members
- use plastic gloves when helping a person who is bleeding.

Parents can:
- talk to children openly about the health risks associated with piercing and tattooing
- investigate the safest way to have piercing done
- talk about the responsibilities of keeping piercings and jewellry clean and disinfected
- agree on an appropriate age for such piercings to be done, according to family beliefs and values
- accompany children to make sure procedures are done safely and properly.

GRADE
6

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–6.7 *The student will* identify and communicate values and beliefs that affect healthy choices.

Sample Learning Activities

Get ready

- As a class, discuss and define **values** (what is important to you) and **beliefs** (opinion or facts that you hold to be true).

Explore and apply

- In pairs, make a list of 10 common beliefs and 10 common values on single cards. Trade with another pair and sort the new set of 20 cards into values and beliefs.
- Discuss how your personal beliefs and values affect your health and the choices you make. Generate a class list of examples.

Extend and commit

- Discuss what can happen when your personal beliefs and values differ from those of the people around you. How could this affect the different health choices people make? Share examples.

Sample Assessment Activities

- Draw an outline of a head and inside it write five important personal beliefs that affect healthy choices.
- Draw an outline of a heart and inside it write five personal values that affect healthy choices.

Connections

Ideas for promoting values and beliefs that support healthy choices

Students can:

- be aware that it is healthy and acceptable to communicate personal boundaries, values and beliefs to friends and other adults
- be clear about their own personal values and beliefs, and be able to articulate them
- recognize that others may have different boundaries, values and beliefs, and that it is okay for them to be different
- know how to refuse something that goes against personal beliefs about healthy choices, such as refusing the offer to try cigarettes or drugs
- talk to parents about how to communicate values and beliefs in difficult situations
- ask parents about their own values and beliefs in specific situations.

Outcome W-6.7 (continued)

Parents can:
- communicate their personal beliefs about health openly and clearly to children
- help children articulate their beliefs about health
- have family meetings to discuss important personal and health issues
- talk to children about the importance of expressing their beliefs and making appropriate health choices.

Communities can:
- promote tolerance of a variety of beliefs and values in the community
- show respect and recognition for community youth who make appropriate health choices based on their values and beliefs.

GRADE
6

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–6.8 *The student will* analyze how laws, regulations and rules contribute to health and safety practices.

Focus: Tobacco regulations

Sample Learning Activities

Get ready

- Brainstorm a list of health and safety issues that have related laws or regulations.

Explore and apply

- Review *Student information master 25: The federal Tobacco Act* on pages B.32–B.33 in Appendix B.
- Use this information to organize a debate on a health and safety issue, such as "Smoking should be an individual choice" or "Education is more effective than legislation."
- Discuss how, in order for a law or regulation to be effective, it must be enforceable. Discuss the challenge of enforcing many health regulations.

Extend and commit

- Research the policies, acts and laws for a specific health or safety issue. Share your findings with the class.

Sample Assessment Activities

- Discuss three laws or regulations about health and safety practices that directly affect your life. What might happen if these laws or regulations were not in effect?

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Everyday assessment tools for teachers

- To download the teacher-developed assessment activity *The Safety Network (TSN)*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *The Safety Network (TSN)*.
[This assessment task can also be used with specific outcomes W–6.9, W–6.10 and R–6.6.]

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The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–6.9 *The student will* evaluate the impact of personal behaviour on the safety of self and others.

Sample **Learning** Activities

Get ready

- Brainstorm a list of choices you made this week that had a positive affect on your safety.

Explore and apply

- Discuss specific ways you can take personal responsibility for your own safety in your daily life.
- Discuss specific ways your personal behaviour can affect the safety of others.
- Make a web showing how your personal behaviour affects your own safety and the safety of others.

Extend and commit

- Interview your parents or other adults about how they make choices that affect their own safety and the safety of others.

Sample **Assessment** Activities

- Describe three ways you take responsibility for your own safety and three ways your personal behaviour could affect the safety of others.

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Everyday assessment tools for teachers

- To download the teacher-developed assessment activity *The Safety Network (TSN)*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *The Safety Network (TSN)*.
[This assessment task can also be used with specific outcomes W–6.8, W–6.10 and R–6.6.]

GRADE
6

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

☐ Teacher Background
☑ Home/School/ Community Connections
☑ Student Information
☐ Student Activity Master

W–6.10 *The student will* demonstrate responsibility for, and skills related to, the safety of self and others; e.g., baby-sitting, staying home alone, demonstrating Heimlich manoeuvre/abdominal thrust techniques.

Sample Learning Activities

Get ready

- Consider a typical Grade 6 student who might be home alone between 4 p.m. and 6 p.m. each weekday. List all the safety decisions he or she would make during that two-hour period.
- Brainstorm 10 situations in which you have some responsibility for the safety of others.
- Develop a tip sheet for staying home alone.

Explore and apply

- Working in pairs, brainstorm things you would have to know and things you would have to be able to do to safely baby-sit a 4-year-old child. Organize your information on a chart.
- Review *Student information master 26: How to help a person who is choking* on page B.34 in Appendix B.
- If possible, invite a first-aid instructor to teach the manoeuvre to the class.

Extend and commit

- Research opportunities in your neighbourhood for baby-sitting and first-aid courses.

Sample Assessment Activities

- Make a tip sheet of five safety guidelines for young baby-sitters.
- Imagine you are a parent who will be leaving a Grade 6 student home alone for the first time. Write a friendly letter outlining the house rules and explaining what to do in an emergency.
- To download the teacher-developed assessment activity *The Safety Network (TSN)*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *The Safety Network (TSN)*.
  [This assessment task can also be used with specific outcomes W–6.8, W–6.9 and R–6.6.]
- To download the teacher-developed assessment activity *Healthy Retreat*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *Healthy Retreat*.
  [This assessment task can also be used with specific outcomes W–6.1 and W–6.5.]

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Everyday assessment tools for teachers

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Outcome W-6.10 (continued)

Connections

Ideas for promoting responsibility for the safety of self and others

Students can:

- volunteer as classroom helpers in primary or kindergarten classrooms within the school to learn how to relate to younger children
- take a baby-sitting course offered through the school or community
- begin learning child-care and safety skills by taking care of younger siblings
- take a first-aid course
- baby-sit with a trusted friend to learn and apply skills
- begin with baby-sitting jobs close to home, for neighbours or relatives.

Parents can:

- accompany children to a baby-sitting course or provide opportunities for children to take courses on their own or with friends
- model proper child care in the home with younger siblings
- ask children about their baby-sitting experiences
- help young baby-sitters generate solutions to problems encountered while taking care of children.

Communities can:

- provide baby-sitting courses through local agencies
- provide youth first-aid courses through local agencies
- develop youth child-care skills by allowing for supervised volunteer work in local day-care centres.

GRADE 6

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☑ Student Activity Master

R–6.1 *The student will* recognize that individuals can choose their own emotional reactions to events and thoughts.

Sample Learning Activities

Get ready

- Picture this situation
  A person is watering the flowers in a window box on the fifth floor of an apartment building. A second person walks by on the street below and the whole bucket of water dumps on this person's head!
  Brainstorm a list of possible reactions the wet person might have.

Explore and apply

- Discuss how individuals can choose their own emotional reactions to events.
- Use *Student activity master 34: Choose your reaction* on page C.35 in Appendix C to analyze how you handle certain situations and what you would like to change about your reactions.

Extend and commit

- Use what you learned from *Student activity master 34: Choose your reaction* to write positive self-talk statements in your journal.

Sample Assessment Activities

- Draw a web showing at least six ways you could react to a new baby in the family. Circle the response that would be best for your well-being.

GRADE
6

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☑ Student Activity Master

R–6.2 *The student will* establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings.

Sample
Learning
Activities

Get ready

- In your journal, describe a time when you expressed an important feeling in a way that was unexpected. Discuss with a partner.

Explore and apply

- Use *Student activity master 35: How do I express myself?* on page C.36 in Appendix C to examine your personal guidelines for expressing feelings.
- Discuss what it means to take ownership for your own feelings. How does this effect communication?
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Cooperation

Extend and commit

- Choose a feeling that is important to you. Develop an action plan for improving how you express this feeling.

Sample
Assessment
Activities

- Imagine that a friend has just teased you in front of a group of classmates. Your feelings are hurt because the friend used private information about you to entertain other people. Describe how you will express your feelings to this friend. What time and place would work best? How will you express your feelings? What will you say to ensure you are accepting ownership of your own feelings?

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GRADE
6

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R-6.3 *The student will* develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity.

Sample **Learning** Activities

Get ready

- Discuss the following questions.
  - "What are your warning signals that you're feeling stressed?"
  - "How do you know when you're feeling nervous, angry or uncomfortable?"
  - "How does this differ from when you're feeling comfortable, happy or excited?"
  - "Why is it just as important to recognize positive feelings as negative feelings?"

Explore and apply

- With a partner, brainstorm 25 things that might cause a Grade 6 student stress.
- Work in small groups and develop a list of strategies for handling stress and negative feelings.
- Think about an incident where humour helped you reduce stress or better handle a situation. Share examples with the class.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Examine magazines and newspapers for articles on how to handle stress and other negative feelings. Bring them to class and post them on the bulletin board.

Sample **Assessment** Activities

- Design a poster outlining your personal stress triggers, and how you can recognize and handle these feelings.
- Write a letter to a friend offering advice on handling the stress of a new situation he or she will be facing. Consider situations such as moving to a new school, handling parents' divorce or being cut from a sports team.

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GRADE
6

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☑ Student Activity Master

R–6.4 *The student will* identify, analyze and develop strategies to overcome barriers to communication.

Sample Learning Activities

Get ready

- Draw a large brick wall on the chalkboard or on poster board. Brainstorm a list of words describing barriers to communication and print the words on the bricks of the drawing. For example, words could include anger, jealousy, misunderstanding, criticism.

Explore and apply

- Review the four communication blocks on *Student activity master 36: Barriers to communication* on page C.37 in Appendix C. Working with a partner, add two more blocks to the chart and write a brief description of each. Share them with the class.
- Work in small groups to generate a strategy for overcoming one of these blocks. Consider what you could think, what you could say and what you could do. Share and discuss with the class.
- Develop a rating scale for how well you communicate. Include at least three barriers to communication and examine how well you overcome these barriers.

Extend and commit

- What communication behaviour would you like to improve? Develop an action plan.
- Think of the best communicators you know. What kind of communication styles and strategies do they use?

Sample Assessment Activities

- Describe the communication barrier you face most often when working with other students. Outline the things you can think, say and do to overcome this barrier.

Teacher Background

Barriers to communication

- Message overload—we hear too much speech every day to listen carefully to all of it; we must let our attention wander sometimes.
- Preoccupation—we are busy thinking about something else, which seems more important to us at the time.
- Rapid thought—we are able to understand speech much faster than people are capable of speaking, so our minds tend to wander in the "wait time."
- Effort—listening carefully is hard work and some people are unwilling to expend the effort to do it well.
- External noise—there are distractions all around us and they make it difficult to pay attention to others.
- Hearing problems—some people have physiological hearing problems. This can cause frustration for both speaker and listener.

Outcome R-6.4 (continued)

- Faulty assumptions—we sometimes make assumptions that prevent us from listening. For example, if someone is speaking about a topic we are familiar with, we may think we've "heard it all before." Some people will assume that a topic is not important and will stop paying attention.
- Lack of apparent advantages—sometimes we don't see the advantage of listening to others because we see a bigger advantage in talking. Persuasive speech lets you influence others and can win you attention and respect. Talking lets you release energy in a way that listening can't. Since speaking seems to be more advantageous, people often miss the advantages of listening.
- Lack of training—many people think listening is a natural skill, like breathing, and that they don't need to learn or practise natural skills. Listening is a skill that takes practice.
- Pretending—to listen but having something else on your mind.
- Stage-hogging—only being interested in talking about your own ideas and not caring what anyone else has to say.
- Selective listening—only paying attention to things that interest you.
- Insulated listening—purposely not paying attention to something you do not want to hear, like reminders about a job that has to be done.
- Defensive listening—when you think that everything the other person says is an attack on you.
- Ambushing—listening carefully to collect information that can be used against the person at a later time.
- Insensitive listening—when you don't try to look beyond the words of a person to understand things that are not being said. You just listen to the words and take them at surface value. For example, when you ask how your friend is and she says "fine" but has tears in her eyes and a shaky voice, you are an insensitive listener if you only hear her say she's "fine" and don't realize that her body language tells you she is upset.

Connections

Ideas for promoting active listening and improving communication skills

Students can:

- be aware that listening is a skill that requires practice
- be aware that there are many things people do that make them poor listeners
- be aware that part of having a good relationship with friends, family members and teachers is being a good listener
- practise active listening at home during family meetings
- practise active listening when talking to friends who are upset or need to talk
- practise active listening when discussing issues with parents.

Outcome R-6.4 (continued)

Parents can:
- model active listening in family conversations
- set family meetings to practise better listening skills as a group
- paraphrase children's spoken messages carefully
- use I-messages to communicate feelings
- be aware that children need to have their feelings acknowledged.

Communities can:
- provide family workshops on listening and communication skills
- model active listening when volunteering in youth clubs and associations.

GRADE
6

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–6.5 *The student will* develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy.

Sample
Learning
Activities

Get ready

- Brainstorm a list of ways your family influences you. Consider everything from daily choices about foods you eat, to choices about how you relate to others and what you value.

Explore and apply

- Healthy relationships are the basis for a healthy family. Relationships are the connections you have with other people. Consider these ways family members build relationships:
  - love: giving and receiving care and affection
  - communication: sharing feelings and information, and listening to others
  - cooperation: working together
  - respect: considering each other worthwhile
  - understanding: being aware how other members think and feel
  - appreciation: providing encouragement and support
  - responsibility: counting on one another to be dependable.
- In small groups, discuss how people in a family show these behaviours in different ways. Display your ideas on chart paper to discuss with the class.

How people in families show …

Love	Communication	Cooperation	Respect	Understanding	Appreciation	Responsibility

- In small groups, brainstorm at least five positive and negative behaviours that could affect relationships in the family.
- Trade lists with another group and discuss how each of the behaviours could affect family relationships.

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Outcome R-6.5 (continued)

Extend and commit

- In your journal, describe one person who you really trust. Explain what that person says and does that makes him or her trustworthy.
- Discuss why being honest can sometimes be difficult in family relationships. What are some of the reasons people are not honest? Do you think it is ever okay not to be honest?

Sample Assessment Activities

- Complete the following statements:
  - "I show love to my family by …"
  - "I communicate with my family by …"
  - "I show cooperation in my family by …"
  - "I show respect in my family by …"
  - "I show understanding in my family by …"
  - "I show appreciation in my family by …"
  - "I show responsibility in my family by …"

GRADE
6

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☑ Teacher Background
☑ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

R–6.6 *The student will* develop strategies to maintain and enhance appropriate cross-age relationships; e.g., within the family, school and community.

Sample Learning Activities

Get ready

- Brainstorm a list of all the different types of relationships a typical Grade 6 student might have.

Explore and apply

- Create a mind map showing the cross-age relationships in your life. List qualities, special interests or values that you share with these different aged individuals.

Extend and commit

- Interview two adults about the significant cross-age relationships in their lives.
- Organize a tea or other social for local seniors.

Sample Assessment Activities

- Who is the youngest person in your life? Describe the kinds of things you do and say to maintain this relationship.
- Who is the oldest person in your life? Describe the kinds of things you do and say to maintain this relationship.
- To download the teacher-developed assessment activity *The Safety Network (TSN)*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *The Safety Network (TSN)*.
  [This assessment task can also be used with specific outcomes W–6.8, W–6.9 and W–6.10.]

**AAC ...
Everyday assessment tools for teachers**

Teacher Background

The truths about seniors

- Chronological age is just that—a method of measuring how many years the body has been around, not how the body performs or feels, or how the brain thinks. The hair may go grey in later years, but personalities don't.
- We don't expect all youth to dream and act alike. Why should we expect anything different from people who've had more time to gather diverse life experiences?
- Only a small fraction of seniors live in continuing care centres or other collective dwellings.
- Most seniors live in private homes with their spouses, families or friends.
- About one-quarter of seniors live alone.
- One in five seniors live in a low-income situation.

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Outcome R-6.6 (continued)

- Only a small percentage of seniors report incomes over $40 000.
- Seniors spend more time thinking about the past than other age groups mainly because they have so much more past to look back on.
- Many seniors take advantage of continuing brain power to go back to school or learn new trades in their retirement years.
- Seniors may have fewer time constraints after retirement, but many seniors face daily challenges, such as retirement, relocation, illness, decreased income, loss of spouse and friends.
- Despite these anxieties, many seniors show remarkable resilience in adapting to changes around them.
- Many seniors maintain excellent memories and cope with all kinds of challenges.
- When a senior acts forgetful or confused, people assume they are senile. When a younger person acts the same, people tend to ignore the confusion. Seniors' confusion may be due to medication, fatigue, stress or illness.
- Most seniors cherish their independence and try to remain in their own homes and survive on their own incomes as long as possible.
- Homecare and other services do not make seniors dependent. In fact, these services help many seniors live in their own homes longer and remain independent because of these supports.
- Many seniors have a hard time accepting help. Asking for assistance is often the best thing to do in order to prevent future problems and improve life quality.

Adapted with permission from Alberta Council on Aging, "Myth Slaying," in *Senior Friendly™Toolkit*, 2nd edition (Edmonton, AB: Alberta Council on Aging, 1999), pp. 1–3.

Connections

Ideas for promoting cross-age relationships

Students can:

- teach seniors how to use e-mail
- organize and participate in school activities involving cross-graded teams
- organize a senior/junior dance: for some dances, have seniors choose junior partners; for others, have juniors choose senior partners
- engage in mentorships with younger students or adults in the school
- volunteer at a local seniors' home
- volunteer at a local day-care centre
- offer group baby-sitting services for a variety of community functions
- volunteer to tutor younger children in the school or neighbourhood
- plan activities for younger students within the school
- volunteer as lunch monitors or helpers in classrooms of younger children
- volunteer as playground supervisors at school and in the neighbourhood
- volunteer in school day-care programs or breakfast programs
- invite an adult to a school event
- read one of your favourite stories to an adult.

Outcome R-6.6 (continued)

Parents can:
- spend time with teens and their friends
- volunteer as mentors in the school
- encourage teens to spend time with grandparents and older relatives when possible
- encourage outings with other families
- with their children, visit three households in the neighbourhood and say hello
- get to know neighbourhood youth; get together once a month to play games or recreational sports
- become a classroom assistant or tutor
- eat lunch in a school cafeteria with youth
- teach a young person a skill, such as knitting, carpentry, gardening
- become a study buddy
- befriend a single parent and help nurture the children.

Communities can:
- provide supervised cross-age relationship opportunities for teens in local day-care centres or seniors' homes or drop-in centres
- provide support to volunteer coaches, group leaders, instructors in local youth clubs
- support and supervise businesses or activities run by teens
- organize activities and scheduled times for whole families at local pools, skating rinks, parks.

GRADE 6

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☑ Student Activity Master

R–6.7 *The student will* apply a variety of strategies for resolving conflict; e.g., practise treating differences of opinion as opportunities to explore alternatives.

Sample Learning Activities

Get ready

- Brainstorm a list of positive responses that you could give when another person voices a difference in opinion. For example: "That's an interesting way of looking at things" or "That's an idea I haven't considered."

Explore and apply

- Use *Student activity master 37: Consider the alternatives* on page C.38 in Appendix C to generate solutions to a typical conflict situation, such as:
  - *Parents and students are complaining that a number of younger children had their trading card collections stolen at school or older students have taken valuable cards and given younger students less valuable cards in trade. The principal wants to ban all trading cards from school grounds. Any cards found would be confiscated until June. What is another solution to this problem?*
  - *Mark and Chi have repeatedly argued on the soccer field during recess. They have to come up with a solution for eliminating these conflicts or they will both lose recess for the rest of the term.*
  - *Because Halloween falls on a Saturday this year, the school is not planning any Halloween activities. Many students live in rural areas and are unable to go trick-or-treating. The students were looking forward to a chance to dress up and have some Halloween fun on the Friday before Halloween.*

Extend and commit

- Discuss the saying "Crisis is an opportunity in disguise." Share examples in which people with differing opinions improved a situation or solved a difficult problem.

Sample Assessment Activities

- Complete *Student activity master 37: Consider the alternatives* to resolve the following conflict.
  - *Your class is choosing a service learning project. Half the students want to do something for the neighbourhood seniors' residence while the other half feels that working with the preschoolers in the school would be a better project.*

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Teacher Background

Resolving conflicts within a group

Conflict is the belief that the current goals of two or more parties cannot be reached simultaneously.

Conflict resolution is an important part of any group relationship—at home or at school. Conflict cannot be eliminated and has many benefits. Students can learn to deal with a variety of conflict situations and develop strategies to use throughout their lives. Another benefit of dealing with group conflict is that differing viewpoints can provide the starting points for a variety of solutions. Differences can be seen as opportunities rather than problems.

GRADE 6

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☑ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–6.8 *The student will* analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community.

Sample Learning Activities

Get ready

- Use a Venn diagram to create a definition, and compare and contrast the characteristics of **groups** and **cliques**.

Explore and apply

- Brainstorm a list of groups and cliques that influence you.
- Use a mind map to show the influences these various groups of people have on how you feel about yourself, relate to others, dress and talk, activities you choose, and values and beliefs you hold important.

Extend and commit

- Do a book or movie talk on a novel or film that explores the influence of a specific group on the behaviour and feelings of an individual.

Sample Assessment Activities

- Complete the following statements:
  - "My group of friends at school influence me in the way I …"
  - "I resist the influence of groups when they …"
  - "I'm glad that one group influences me to …"
  - "The group that has the most influence in my life right now is … because …"

Teacher Background

Cliques and alliances

Acceptance and membership in a group is something most adolescents consider important. In their book *Cliques* (2001), Giannetti and Sagarese write about the social order within middle and junior high schools, the bullying and teasing that has become part of young people's lives, and suggestions for turning situations around. No matter where a child fits within the junior social order, all children are affected by the social order in one way or another.

Clique

A clique is a small exclusive group within a larger group. Some children become members of a group of friends through acts of kindness and earn their peers' esteem in positive or legitimate ways. However, this is not always the case. Giannetti and Sagarese (2001) use the word clique to define: "a group that revolves around more than camaraderie. Cliques deal in social power. Formed around a leader or two, the pack lets it be known that not everybody is welcome. Certain children are dubbed worthy while others are judged not good enough. Excluding becomes a primary activity. The mentality is like a junior country club. The guest list to this invitation-only party is always changing" (p. 14).

Outcome R-6.8 (continued)

Cliques in middle and junior high schools

- The popular crowd: This is the "cool crowd" filled with the beautiful, athletic, charming and affluent students. This group makes up about 35 percent of the population. They have the most friends, socialize the earliest in school and appear to be having fun. They have prestige. But, they also have other worries, such as whether or not they will continue to look and act "right" so they will be able to stay in the group.
- The fringe or "wannabes": This group is made up of the 10 percent of students who hover around the outside of the popular crowd, copying their dress and style, trying to be accepted. At times they are invited in but only temporarily. When they are made part of the "cool crowd," they usually compromise their true friends but feel it is worth it for even a short time of being accepted.
- The middle friendship circles: Another 45 percent of students fit into this group. Students in the middle friendship circles form groups with a small circle of friends. They are the most satisfied and content, and usually have the strongest sense of self-worth although they are considered to have lower status than the popular kids. Sub-groups within the group have their own identities and cultures that set them apart. Some care about being seen as different, others do not.
- The loners: The last 10 percent of students fit into this group of boys and girls who have no friends. They sit alone, looking on at all the others who have group status and friends. Most of them wish to be involved in a group but believe they will never be accepted. Many of these children have potential that has not yet been realized—by themselves or their peers.

Adapted from *CLIQUES: 8 STEPS TO HELP YOUR CHILD SURVIVE THE SOCIAL JUNGLE* (pp. 20–22) by Charlene C. Giannetti and Margaret Sagarese, copyright © 2001 by Charlene Canape Giannetti and Margaret Sagarese. Used by permission of Broadway Books, a division of Random House, Inc.

Advantages of positive group membership include:

- feeling of belonging
- place to make friends
- opportunities to learn to deal with peer pressure
- practice for dealing with cliques in teen and adult years.

Disadvantages of clique/alliance membership:

- conformity is learned through having to follow strict rules about such things as who to talk to, sit with or dress like
- those who are not part of the clique feel like outcasts
- being asked to leave the group can be painful
- some individuals may sacrifice their own wishes and styles to be accepted because they are not strong enough to stand up for themselves
- cliques can provide an arena for bullying
- students who want to do what's right will often sit in silence rather than stand up for someone who is being ridiculed in order to avoid being ridiculed themselves.

GRADE 6

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-6.8 (continued)

Connections

Ideas for promoting positive group influence

Students can:

- learn to identify the various small cliques within their school or grade
- recognize that membership in positive groups allows them to develop relationships, learn skills from others and choose responsible friends
- recognize that memberships in some groups can have negative consequences; for example, when group members require them to break a rule or go against their personal values in order to fit in
- develop personal ideas about what makes a good friend or group of friends
- make conscious choices about who their friends are based on their personal ideals about friendship and acceptance
- learn when not to compromise for the sake of the group
- talk to parents or mentors if issues regarding cliques and alliances create problems at home, at school or in the community.

Parents can:

- learn to listen attentively when children talk about social issues and take them seriously
- help children identify the cliques in their school and their positions in the social order
- be accepting of their children's friends and aware of children's need to belong
- encourage children to have a variety of friends and provide opportunities for them to meet other youth in various settings
- offer to transport and supervise children and their friends for group activities
- talk to children about who their friends are and why they have chosen them
- help children generate their own ideas about friendship and group membership
- recognize that membership in cliques can be a training ground to help teens learn how to deal with peer pressure
- have an open and fair family discussion if there is a concern about children's associations.

Communities can:

- support proposals for youth centres and activities to provide safe and entertaining places for teens and pre-teens to gather with friends
- build youth recreational facilities in areas where adult supervision is possible
- provide youth clubs and associations through local agencies, which allow children to meet and form a variety of groups and friendships.

GRADE

6

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–6.9 *The student will* make decisions cooperatively; e.g., apply a consensus-building process in group decision making.

Sample Learning Activities

Get ready

- As a class, discuss and define **consensus** and its benefits; for example, all people reach a general agreement.
- Review the steps involved in making group decisions; for example:
  - identify the problem or issue
  - pick the best choice
  - make a plan
  - accept responsibility for the decision
  - put the plan into action
  - evaluate the plan and decide how to proceed.

Explore and apply

- Work in small groups and complete a specific task within a time limit. For example:
  - rank the seven dwarfs in order of importance
  - choose the next three read-aloud novels to suggest to the teacher
  - write a class song to the tune of *Twinkle, Twinkle Little Star*.
- Discuss the strategies group members used to build consensus and make decisions that all members were happy with.
- Use a Venn diagram to compare and contrast group decision making with individual decision making.
- Your Grade 6 class has earned an incentive reward and will be allowed to go on a class field trip. Expenses will be covered as long as the entire cost of the trip, including transportation, does not exceed $400. In groups of five, use consensus building to reach a group decision.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Cooperation

Extend and commit

- Compile strategies and design a tip sheet on how to make group decisions that are win-win solutions.

Sample Assessment Activities

- Describe three things you can do to help a group make a cooperative decision.

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Outcome R-6.9 (continued)

Teacher Background

Group decision making

Decision making
Decision making is an important part of the problem-solving process. In groups, individuals need to feel that their voices have been heard so that they can accept group decisions. The method used to reach a decision or resolve a conflict will determine the support for that decision later on.

Johnson and Johnson (1975) outline five major characteristics of an effective group decision:

- resources of the group members are well used
- time is well used
- decision is of high quality
- decision is put into effect by all members of the group
- problem-solving ability of the group is enhanced.

Advantages and disadvantages of group decision making
There are several advantages and disadvantages to group decision making. Advantages include:

- increased input—generally speaking, two heads are better than one and three heads are even better than two
- increased diversity—groups usually guarantee a diversity of opinions
- increased acceptance—a group decision is more likely to be accepted.

Disadvantages of group decision making include:

- increased time to make a decision
- pressure on individuals to conform
- potential domination of some group members.

Factors that affect group decision making
Group decision making is more difficult if:

- there are unresolved conflicts between group members
- members have loyalties to others outside of the group who disagree with the group goals and ideals
- there is not enough time to make an effective group decision.

Methods of group decision making
There are many ways that groups can make decisions. Decisions can be made by:

- agreement of the entire group (consensus)
- majority vote and majority rule—these situations may seem like a democratic way to handle differences of opinion but they are really win/lose situations and can harm a group's productivity and damage relationships within the group
- the member with the most authority after a group discussion of the issues
- the member with the most authority without a group discussion
- the minority of group members
- creating consensus.

Outcome R-6.9 (continued)

Consensus
The most effective decisions are those made through consensus. This method of group decision making is also the most time-consuming. Working toward consensus is a win/win situation and the process builds group productivity and relationships. Though individuals may not have chosen the final decision, they will be able to accept and support it because they were involved in the process.

Consider the following guidelines for assisting groups in creating consensus.
- Members should present positions as clearly and logically as possible while listening to and considering the reactions of others.
- When dealing with important issues, avoid decision-making strategies that don't build consensus, such as majority rule, tossing a coin or averaging members' positions.
- Seek out differences of opinions. Differing points of view can increase the information the group has to work with.
- Aim for a win/win solution. Look for the solution that is the most acceptable alternative for all members.
- Ensure that underlying assumptions are addressed and that all members participate.

From David W. Johnson & Frank P. Johnson, *Joining Together: Group Theory and Group Skills*, 1/e (pp. 58, 60–61, 62, 64, 65). Published by Allyn and Bacon, Boston, MA. Copyright © 1975 by Pearson Education. Adapted by permission of the publisher.

Sample model of group decision making
One effective group decision-making technique involves the following steps.
- The group clearly states the problem or issue.
- Before discussion begins, each person writes down his or her ideas relating to the issue.
- Each member presents his or her ideas to the group until all original ideas are exhausted. All ideas are recorded. Group members suggest as many alternatives as possible in a given time frame without criticism. The strength of this technique comes from the fact that one idea often leads to another.
- The group discusses each idea and, with a focus on clarifying the suggestion, asks relevant questions. The list is usually reduced as some suggestions tend to overlap.
- Each member silently and independently ranks the compiled list.
- The final decision can be made by selecting the alternative with the highest ranking. Many groups discover that the top three or four solutions have features that can be blended into the final decision.

GRADE

6 Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–6.1 *The student will* expand strategies for effective personal management; e.g., develop and implement a personal budget, assess the power of positive thinking.

Sample Learning Activities

Focus: Budgeting

Get ready
- As a class, discuss and define a **personal budget**.

Explore and apply
- Working with a partner, use sale flyers to plan how you would spend a gift of $100 on your personal hobbies and interests.
- As a homework assignment, develop and implement a personal budget for a one-month period based on a monthly allowance agreed on by the class.

Extend and commit
- Design a survey to collect data on how students in Grade 6 spend money. Use a graph to display data for class discussion.
- Invite a representative from a local bank to talk about saving money. Discuss the benefits of having a savings account.
- Discuss whether or not parents should share the details of their salaries and family budget with their children.

Sample Assessment Activities

- Make a list of purchases you typically make in one month. Estimate the cost of each purchase.
- Make a list of purchases your parents typically make on your behalf in one month. Estimate the costs of these purchases.
- Develop a personal budget plan for one month that includes:
  - how much money you have to spend
  - typical expenses
  - goals you have for the month.

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GRADE
6

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

L–6.2 *The student will* identify personal skills, and skill areas, for development in the future.

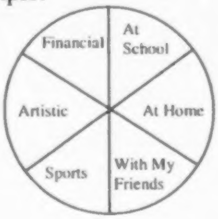
Sample Learning Activities

Get ready

- Brainstorm a list of skills you would like to have in the future.

Explore and apply

- Draw a circle and divide it into six areas of your life. Label each area for one important part of your life. For example:



- List three skills you would like to develop in each of these areas in the future.

Extend and commit

- Develop an action plan for developing one skill identified on your circle.

Sample Assessment Activities

- Describe three skill areas that will be important for you in the future. Explain why.

GRADE
6

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☑ Student Activity Master

L–6.3 *The student will* analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered.

Sample **Learning** Activities

Get ready
- Brainstorm the influences that affect decisions like the following:
  - *choosing a junior high*
  - *how you spend a Saturday afternoon*
  - *what you wear the first day of school*
  - *what you will do on your birthday.*

Explore and apply
- Use *Student activity master 38: Influences on decision making* on page C.39 in Appendix C to analyze the influences on a recent decision you made. Discuss them with a partner.

Extend and commit
- Discuss what should **not** influence your decisions.
- Examine several recent political decisions made by the local, provincial or federal government. Discuss influences that might have affected each of these decisions.

Sample **Assessment** Activities

- Use *Student activity master 38: Influences on decision making* to analyze the influences on your recent decision to study, or not study, for a major unit test.

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GRADE
6

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–6.4 *The student will* identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans.

Sample **Learning** Activities

Get ready
- Share a time when you had to rely on an alternate plan due to a change of circumstance; for example, writing an assignment by hand because the computer crashed the night before an assignment was due.

Explore and apply
- Generate a list of typical situations in which having alternative plans is essential.
- Do a think–pair–share on the advantages of having alternative plans.
- Discuss the importance of being flexible and having alternative plans when setting goals or making decisions.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

Extend and commit
- Share situations from favourite movies or novels in which characters use alternative plans when something doesn't work as expected.

Sample **Assessment** Activities

- Describe a situation in which you used a backup plan. Explain how you handled this challenge. List other alternatives you might have considered.

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GRADE
6

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–6.5 *The student will* relate knowledge, skills and attitudes of a successful student to those of successful workers.

Sample **Learning** Activities

Get ready
- Brainstorm skills that are transferable from home, school, extracurricular activities and community activities to the workplace.

Explore and apply
- Design several pages for your personal portfolio that illustrate how skills you developed at home and school are transferable to the workplace.
- Research a list of qualifications and skills for a career you are interested in.
- Discuss how these skills and attitudes are taught and encouraged in school.

Extend and commit
- Relate knowledge, skills and attitudes you need to be a good friend to those you need to be successful in the workplace. How important are interpersonal skills in the workplace? Discuss with adults in your family.

Sample **Assessment** Activities

- List 10 skills you have as a student that will be transferable to a work situation.

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GRADE
6

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

L–6.6

The student will analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level.

Sample Learning Activities

Get ready

- Make a Venn diagram showing similarities and differences between elementary school and junior high school.

Explore and apply

- Working in small groups, identify three ways junior high school will be different from elementary school and outline the changes in behaviour you will have to make. Discuss how you can begin preparing for the transition.
- Review registration packages from local junior high schools and outline which courses you intend to take in each of the three years of junior high school. Discuss:
  - what other information do you need before you choose
  - how will these decisions affect the choices you have in senior high school?

  Share your plan with other students and discuss the pros and cons of each course selection plan.

Extend and commit

- Interview three current Grade 7 students to find out how they handled the transition from elementary to junior high school. Are there things they would have done differently? What was one thing about junior high school that surprised them? Did they have to make changes in their work habits and study practices?

Sample Assessment Activities

- Complete the following statements:
  - “Elementary school has been …”
  - “What I will miss the most about my elementary school is …”
  - “In junior high, I’m looking forward to …”
  - “I’m a little worried about …”
  - “To get ready for junior high, I …”

GRADE
6

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–6.7 *The student will* identify the volunteer accomplishments of the community, and communicate information and appreciation.

L–6.8 *The student will* analyze and assess the impact of volunteerism in the school and community.

Sample Learning Activities

Get ready
- In a think–pair–share, discuss a positive experience you had in a community activity that was made possible by volunteerism.

Explore and apply
- Brainstorm a list of activities, services and materials in your school that are made possible through volunteer efforts.
- Design a survey to gather information about the volunteer accomplishments of the community. Organize and display findings. Use these results to discuss how volunteerism affects your community.

Extend and commit
- In your journal, describe the efforts of at least one volunteer in your life. How did this person affect your life? How has your experience with this volunteer affected how you feel about your responsibility to do volunteer work in the future?

Sample Assessment Activities

- Write a thank-you letter to a volunteer who has contributed to the quality of your life at school or in the community.

Connections

Ideas for promoting volunteerism and service learning

Students can:
- observe how they help others through participation in volunteer activities
- volunteer in primary classrooms
- volunteer to do tasks, such as feeding pets and shovelling the walk, for trusted neighbours while they are away or unable to do them on their own.

Parents can:
- model service by volunteering in the school, community or neighbourhood
- talk about good experiences in volunteer positions or tasks
- ask children about their class volunteer experience
- plan a volunteer task as a family, starting with helping out people in the family or neighbourhood
- aid children in selection of items for donation
- reward children for volunteering to do tasks for each other within the family.

Outcomes L-6.7 and L-6.8 (continued)

Community can:

- support organizations, such as Big Brothers or Big Sisters, that demonstrate benefits of volunteering
- involve elementary classes in local charities, such as preparation of holiday hampers through local service clubs.

GRADE
7

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–7.1 *The student will* compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection.

Sample **Learning** Activities

Get ready

- Brainstorm actions and choices teens make to stay physically, emotionally and mentally healthy.
- Brainstorm a list of categories for personal health choices. For example: food, sleep, physical activity, safety, relationships, time management.

Explore and apply

- Discuss standards for healthy choices in each of the categories. For example, how much sleep is enough? What kinds of foods do you need? How much water should you drink? How much time do you need for relaxation and reflection?
- Document the healthy choices you make in a typical week. Design a chart to collect and display your data.
- Analyze your chart and identify three areas you would like to improve.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

Extend and commit

- Create a personal health enhancement plan focused on three to five personal health choices. Include a goal for each choice and strategies to achieve each goal. Follow your plan for at least one month and record your progress.

Sample **Assessment** Activities

- Complete the following sentences:
  - "To stay healthy, I need to be physically active …"
  - "My physical activity …"
  - "To stay healthy, teens need to eat …"
  - "My eating habits …"
  - "To relax, teens need to …"
  - "I make time for relaxing …"
  - "Teens need to sleep …"
  - "My sleep …"
  - "Reflection is an important part of good health because …"
  - "I reflect by …"

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GRADE
7

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

W–7.2 *The student will* examine personal grooming/cleanliness, and evaluate the impact of grooming/cosmetic advertisements on personal grooming habits/choices.

Sample Learning Activities

Get ready

- Brainstorm a list of grooming products. Sort them into essential and nonessential products.
- Estimate the cost of each grooming item and estimate the yearly cost for an average teen.

Explore and apply

- Collect grooming product ads aimed at teens. Display.
- Analyze the ads and identify the techniques used to promote the products.
- Choose six ads and, working with a partner, identify the message each ad presents.

Extend and commit

- Find an ad for a personal grooming product from an old magazine or newspaper. Use this ad to discuss how advertising has changed over the years.

Sample Assessment Activities

- Find two grooming product ads you dislike and explain why you object to their techniques and messages.
- Find two contrasting ads for similar grooming products. Explain how the ads are different and why advertisers may have chosen the techniques and messages they did.

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GRADE
7

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–7.3

***The student will* examine the human reproductive process, and recognize misunderstandings associated with sexual development.**

Sample **Learning** Activities

Get ready

- Establish ground rules for discussing sexuality in the classroom. For example, everyone has the right to pass in a discussion. Everyone has the right to ask questions without criticism. Everyone uses proper terminology when discussing sexuality.
- Use a video or fact sheet to review the human reproductive process and sexual development in adolescence.

Explore and apply

- Brainstorm a list of misunderstandings or myths about sexual development.
- Discuss reasons why misunderstandings occur and how myths are generated.
- Develop a list of questions about sexual development and write them as a letter to an advice columnist in a teen magazine.
- Working with a partner, choose one question and write a reply. Use available resource materials to check the facts.

Extend and commit

- Discuss where and how teens can find correct information about sexuality. How can you check the source and accuracy of the information?

Sample **Assessment** Activities

- Describe three common misunderstandings associated with sexual development. Choose one misunderstanding and write a brief explanation that clears up the misunderstanding, by providing clear and factual information.

Please Note

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

GRADE 7

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–7.4 *The student will* analyze the messages and approaches used by the media to promote certain body images and lifestyle choices.

Sample Learning Activities

Get ready

- Collect pictures of celebrities and models who represent "the perfect body" or lifestyle.
- Discuss the idea that body image is learned and discuss how media influences what the current "perfect body" or lifestyle is.

Explore and apply

Benefits Health

- Brainstorm a list of criteria for "the perfect body." Discuss how most people may not meet these criteria but can look and feel good anyway.
- In small groups, create a story board, PowerPoint presentation or slide show for a public service ad promoting self-acceptance and a realistic perspective on body image.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Critique an ad for "the perfect body," as promoted in magazines, music, video and advertisements.
- Write a letter to the editor of a magazine that promotes "the perfect body." Include three reasons why this focus is harmful to adolescents and why the magazine should promote a balanced perspective.

Sample Assessment Activities

- Design a brochure for teens promoting positive body image and self-acceptance.

Connections

Ideas for developing a positive body image

Students can:

- be aware of the variety of body types within family and groups of friends, and know that all body types can be healthy
- look for varieties of body types among television and media personalities
- talk to their parents or older siblings about body image concerns
- appreciate their own physical talents and abilities, such as athletic abilities, musical dexterity and artistic abilities
- be aware that one's physical body makes up only a part of who one is or can be.

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Outcome W-7.4 (continued)

Parents can:

- be aware that puberty can bring about changes which affect body image
- be aware that puberty changes begin gradually but often earlier than parents might expect
- make a conscious effort to have and model healthy behaviours and attitudes related to body image
- be aware that negative comments about body size and type can be damaging to their children's developing sense of worth
- be available to listen and talk when children have questions or concerns about body image
- understand that feelings and concerns related to body image may surface in other ways, such as through behaviours or attitudes
- help your child develop strategies to handle teasing
- ensure that siblings do not tease each other about body size or image
- make a conscious effort not to compare body types among family, friends and celebrities in nonconstructive ways, such as "She would look much better if …"
- help your child understand that diversity in body shape and size is normal and natural—all types deserve respect.

GRADE
7 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☑ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

W–7.5 *The student will* relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity.

Sample Learning Activities

Get ready

- Do an A-B-C brainstorm list of favourite foods. Identify one favourite food for each letter of the alphabet.
- Discuss factors that influence food choices, including advertising, peer pressure and preferences.

Explore and apply

- Review *Canada's Food Guide to Healthy Eating* and identify the components of a healthy diet for teens. Visit Health Canada's Web site at www.hc-sc.gc.ca/hppb/nutrition/index.html to order or download a copy of this guide.
- In pairs, identify five places you purchase food to eat away from home. For each place, identify available food choices that fit within the guidelines of *Canada's Food Guide to Healthy Eating*.
- As a class, brainstorm a list of popular fad diets and healthy eating patterns, such as vegetarianism, high protein diets or low fat diets.
- In pairs, choose one diet or eating pattern. Use a Venn diagram to compare the diet or eating pattern with the nutritional needs identified in *Canada's Food Guide to Healthy Eating*. Share findings with the class.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Benefits Health

Extend and commit

- Discuss the importance of physical activity as a means of balancing food intake.

Sample Assessment Activities

- Identify a popular magazine that promotes unhealthy food choices through its advertising. Write a letter to that magazine and urge them to rethink their advertisements. Include three reasons why promoting unhealthy food choices is a bad idea and three reasons why promoting healthy eating is a good idea.

Teacher Background

Influences on eating habits

Eating habits are influenced by a multitude of factors. Hunger, personal preferences, activity level, finances and socio-cultural factors all play a role in determining the foods people choose.

Unique factors influence the eating habits of many teens. Peer pressure, concerns with body image and self-esteem, advertising and the media can all have a dramatic impact on what teens eat. Recognizing and fully exploring the factors that shape eating habits can reduce the impact of potentially negative influences.

Outcome W-7.5 (continued)

Analyzing the advertising techniques and methods of media communications can help teens gain insight into why they find some foods and beverages so compelling. Advertisers typically draw on a select group of techniques to promote their products. Recognizing these techniques, and the ways they are used to encourage people to buy specific products, can help teens critically evaluate their purchasing habits, including food purchases. Key advertising techniques include:

- humour
- sexual innuendo
- rewards, discounts or coupons
- appealing music
- emotional appeal
- testimonials from famous, respected or everyday people
- use of babies or animals to appeal to maternal or paternal instincts
- appealing colours
- the promise of a miracle cure.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Connections

Ideas for encouraging healthy food choices

Students can:

- recognize that external factors influence eating habits, both positively and negatively
- commit to learning more about how these factors influence them as individuals
- brainstorm strategies to overcome negative influences.

Parents can:

- be role models for healthy eating and active living
- demonstrate tolerance for varying body shapes and sizes
- promote the importance of health and well-being over body type
- discuss their negative experiences with fad diets
- explain the limitations of engaging in short-term, quick-fix strategies for health, such as fad diets
- engage teens in discussions about advertising techniques and the impact on family purchases
- promote a strong self-image and positive sense of self-worth in teens
- be aware of the significant impact of peer pressure on teens
- encourage and support teens in making healthy food choices.

Outcome W-7.5 (continued)

Communities can:

- support proposals by teens and others to curb unethical or questionable advertising practices
- provide programs that build positive feelings of self-worth in teens
- make wise choices in the sponsorships they solicit for teen programs and services in the community.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

GRADE
7

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENTS:
- ☐ Teacher Background
- ☑ Home/School/Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–7.6 *The student will* analyze social factors that may influence avoidance and/or use of particular substances.

Sample **Learning** Activities

Get ready

- Brainstorm a list of substances that teens may choose to use or refuse.
- In small groups, generate a list of social factors that influence decisions to use or refuse particular substances.

Explore and apply

- Discuss the REFUSE acronym.
  Really ask questions about the activity.
  Examine all the consequences.
  Find alternatives. Suggest different things to do.
  Use persuasion. Be assertive.
  State all the consequences and problems.
  Exit from the situation and leave doors open, if so desired.
- Review *Student information master 27: Refusal skills* on pages B.35–B.36 in Appendix B.
- Role-play a situation in which one student pressures another. The pressurer has some candy. The person being pressured is to do everything in his or her power to resist taking or eating the candy. The pressurer can use different kinds of verbal tactics to get the person to take or eat the candy. Throughout the role-play, students can switch roles or be replaced by a student from the audience. Discuss issues, such as which techniques were most effective? Least effective? Why is it important to ask for support when you feel you can't handle or resist pressure by yourself?
- In pairs, discuss the types of social factors that may influence whether you avoid or use particular substances.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Benefits Health

Extend and commit

- Design a series of posters entitled *Just say yes*, encouraging good decision-making skills. Display around the school.

Sample **Assessment** Activities

- Complete the following statements:
  - "Factors that may influence teens to use particular substances include …"
  - "Factors that may influence teens to refuse particular substances include …"
  - "A refusal strategy that works for me is …"

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Outcome W-7.6 (continued)

Connections

Ideas for preventing substance abuse

Students can:
- participate in a peer education project
- organize a Students Against Drunk Drivers (SADD) chapter within the school
- propose, plan and organize student activities within the school and community to provide opportunities for constructive use of free time.

Parents can:
- organize a Mothers Against Drunk Drivers (MADD) presentation in the school
- organize and supervise a variety of group activities in the home or community
- volunteer to supervise teen parties in the home
- talk to teens about substance abuse
- set clear and realistic expectations and boundaries
- encourage teens to use their time in balanced, constructive ways
- encourage the development of positive social competencies in youth
- spend regular time each week with individual children in the family
- help teens develop ways to address issues in their lives
- be aware of local support and rehabilitative services.

Communities can:
- organize a simulated accident involving the local RCMP, police service, fire department and hospital emergency department
- provide presentations to students through law enforcement agencies and emergency service agencies
- support student proposals for teen drop-in centres and coffee houses.

GRADE 7

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W-7.7 *The student will* analyze the definition, effects and possible consequences of various forms of harassment.

Sample Learning Activities

Get ready
- As a class, define the term **harassment** and describe different types of harassment.
- Brainstorm typical types of harassment a Grade 7 student might experience.

Explore and apply
- Discuss legal definitions of harassment and sexual harassment.
- Discuss reasons why victims often don't tell.
- Suggest strategies teens can use to deal with harassment.
- Discuss the possible consequences of harassment. Draw the outline of a human body. Brainstorm feelings and questions a person who has experienced harassment might have and record them in the outline.

Extend and commit
- Generate a list of people and organizations that can provide help when a person has been the victim of harassment.
- Work with a school committee or service club and develop a plan to help put a stop to harassment in the school community.

Sample Assessment Activities

- Describe what you could say or do to stand up for yourself if you were being harassed. What could you do to help a friend who was being harassed?

Teacher Background

Sexual harassment

What to do if a student discloses sexual harassment
- Find a private and quiet place to listen.
- Listen in a calm, nonjudgemental way.
- Acknowledge the student's feelings.
- Reassure the student that the situation is not his or her fault.
- Reassure the student that you will provide support.
- Assist the student through the process, as outlined in the school's harassment policy, including discussing the steps to take and finding the appropriate support networks.

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Outcome W-7.7 (continued)

Teachers need to:

- understand your school's harassment policy and the recommended procedures for handling complaints
- be role models by not making demeaning comments about anyone and speaking out against demeaning remarks of others
- take all complaints seriously and assist students in following correct procedure for reporting incidents within the school
- have a legal and ethical responsibility to report any incidents of abuse of children under 18 to the local office of Alberta Children's Services or call the Child Abuse Hotline at 1–800–387–5437.

Connections

Ideas for reducing harassment and bullying in the school and community

Students can:

- organize a peer education project on bullying
- organize activities for a violence prevention month in the school
- plan and participate in Safe and Caring School assemblies which focus on building peaceful relationships, and reducing harassment and bullying
- create and display posters with positive messages throughout the school.

Parents can:

- model and expect appropriate behaviour at home, with both friends and family members
- supervise activities for children in the home and community
- attend special presentations at school with children.

Communities can:

- sponsor drama presentations related to harassment and violence prevention
- train leaders of youth groups and clubs, such as Guides, Scouts or Cadets, to set appropriate standards for behaviour and deal consistently with harassment.

GRADE
7

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☑ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

W–7.8 *The student will* analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety.

Sample
Learning
Activities

Get ready

- Discuss "What does being safe mean?" and "What kinds of things do students do to stay safe physically, socially and emotionally?"

Explore and apply

- Define **risky behaviour** and give examples of what risky behaviour looks like for different people.
- Discuss how each individual has the right to set his or her own safety limits. Generate a list of ideas on how to show respect and acceptance of others whose ideas about safety are different from your own.
- Generate a list of safety issues and poll the class to identify the range of personal perspectives on what is considered safe. For example, discuss the sport of skydiving and explore the range of perspectives on the safety of this popular sport.

Extend and commit

- Generate a list of scenarios involving safety risks, such as cliff diving, boating without life jackets or being offered a drink at a party. Prepare a short role-play in which a person is asked to participate in risky behaviour but uses assertive communication to refuse.
- Discuss successful ways that people in the role-plays communicated their limits. What did not work? What would work better?

Sample
Assessment
Activities

- Describe three safety limits you have for yourself. How do these limits protect you physically, emotionally and socially? How do you communicate these limits to others? Give examples of strategies you can use to honour your own limits and avoid being pressured into doing something you don't want to do.

Connections

Ideas for promoting and maintaining a personal sense of safety

Students can:

- use assertiveness skills to set and maintain personal safety limits in refusing rides from people they do not know
- refuse to let strangers enter the home when they are alone
- talk to their parents about safety issues
- express their fears or worries about safety at school or in the community
- be aware of Block Parent symbols and where Block Parent houses are located in the immediate neighbourhood
- walk in groups in unfamiliar areas or after dark
- be aware of their surroundings when walking, such as being alert near parked cars and shrubbery
- arrange for rides home after dark
- carry change for an emergency phone call
- report suspicious activities or situations to proper authorities.

Outcome W-7.8 (continued)

Parents can:

- acknowledge and discuss teens' feelings of fear
- give practical suggestions for staying safe in specific circumstances
- get to know teens' friends and their parents
- include friends in family activities
- develop strategies with teens for staying safe as a family
- point out Block Parent symbols when walking or driving in the neighbourhood
- provide rides to and from activities after dark
- set clear rules and consequences; monitor teens' whereabouts
- foster independence by adjusting boundaries and curfews as teens mature.

Communities can:

- support the Block Parent program
- support the Neighbourhood Watch program or Rural Crime Watch program
- encourage neighbours to take responsibility for monitoring youth behaviour in residential and business districts
- encourage schools to have consistent rules and boundaries
- require professionals and caregivers working directly with teens to be aware of guardianship and custody issues.

GRADE 7

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–7.9 *The student will* identify basic workplace safety procedures.

Sample Learning Activities

Get ready
- Brainstorm summer and part-time job opportunities in your community.
- Generate a list of possible safety concerns of a specific work site.

Explore and apply
- Tour a local business or factory and discuss the safety procedures in place.
- Interview two adults about basic workplace safety procedures at the work site.
- Write a summary report of the field trip. Describe any safety concerns you observed. Which, if any, of these concerns might you have to deal with in your own future part-time jobs or career interests?
- Review *Student information master 28: Workplace health and safety* on page B.37 in Appendix B. Brainstorm additional safety questions to ask a new or prospective employer.

Extend and commit
- Identify potential summer or part-time jobs, and the safety procedures, risks and equipment you might encounter on these jobs.

Sample Assessment Activities

- Imagine you are going to your first day of work in a fast-food restaurant kitchen. List 10 safety considerations you should be aware of.

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GRADE

7 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–7.10 *The student will* identify and examine potential sources of physical/emotional/social support.

Sample Learning Activities

Get ready

- Think about a time in your life when different people offered you emotional or social support. What did they do to show their support? Discuss with a partner.

Explore and apply

- Brainstorm sources of emotional support available to students; for example, friends, family and counsellors.
- Discuss how these people can provide support.
- Make a mind map of personal supports and networks available at different points in your life.

Extend and commit

- Create a bulletin board that shows the different sources of support available to students in your school.

Sample Assessment Activities

- Write a paragraph discussing how you can be a source of support to your friends and family. What specific things do you say or do to show support? How willing are you to accept support from others? What are some obstacles you may need to overcome in giving and accepting support?
- To download the teacher-developed assessment activity *Somewhere Else to Turn*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 7: *Somewhere Else to Turn*.
[This assessment task can also be used with specific outcomes R–7.1, R–7.2, R–7.4 and W–7.11.]

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Everyday assessment tools for teachers**

GRADE
7

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–7.11 *The student will* identify characteristics of resiliency; e.g., problem-solving skills, positive self-esteem, social bonding.

Sample Learning Activities

Get ready

- Brainstorm a list of objects and things in nature that are resilient. Write a definition of physical resiliency. For example, the property of returning to the original shape after being bent, compressed or stretched out of shape.
- Discuss what resiliency looks like in people. Define resiliency. For example, it is the ability people have to bounce back from life's ups and downs; it's how people cope with life's "tough stuff."
- Research on resiliency identifies a number of historic figures who had difficult childhoods but emerged as strong adults who contributed positively to society. All of these people had one important life factor in common. Discuss what that factor—a factor that is potentially strong enough to overcome the effects of poverty and abuse—might be. (Answer: A strong personal bond with one positive adult.)

Explore and apply

- Discuss personal characteristics that give individuals emotional strength or resiliency.
- Review *Student information master 29: I can handle it* on pages B.38–B.39 in Appendix B. Discuss additional strategies for developing hope and optimism.
- A young man, who once belonged to a gang, said, "Kids can walk around trouble, if there is someplace to walk to and someone to walk with." Discuss how this quote relates to resiliency.

Extend and commit

- Brainstorm ways to build resiliency characteristics through school activities. Select one idea and implement a plan to build student resiliency.

Sample Assessment Activities

- Make a Top ten list of actions you can take in your daily life to build your own resiliency and make yourself a stronger and more positive person.

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- To download the teacher-developed assessment activity *Somewhere Else to Turn*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 7: *Somewhere Else to Turn*.
[This assessment task can also be used with specific outcomes R–7.1, R–7.2, R–7.4 and W–7.10.]

Teacher Background

Resiliency

> *"Resiliency is the ability to recognize our personal power—to see ourselves and our lives in new ways."*
> Patricia O'Gorman
> AADAC

Outcome W-7.11 (continued)

Resiliency is a process of balancing protective factors against risk factors. It is the gradual accumulation of emotional strength that gives people the ability to rise above difficult life circumstances.

Risk factors
- stress
- adversity
- disadvantages

Protective factors
- ability to cope
- availability of support

Resiliency researcher Bonnie Benard discovered that resilient individuals have social competence. They attract positive attention from others, are empathetic and caring, communicate well and can find humour in difficult situations.

They have problem-solving skills. They can plan, think critically and creatively, and seek help when they need it.

They develop a critical consciousness which allows them to be aware of the problems in their family or society, and to know that they are not the cause of these troubles.

They have autonomy. They believe in their ability to influence events around them, and have a strong sense of their own identity, which does not waiver in the face of neglect or ridicule.

Resilient children have a sense of purpose and believe in a bright future. They have goals, educational aspirations, optimism and faith.

Resilient children use the abilities they have effectively. They can take advantage of opportunities that exist in their environment.

Resilient children tend to recruit support from friends, relatives, teachers and other elders. They join organizations like 4-H or the YMCA. They take advantage of educational opportunities at community colleges, churches and community service organizations.

Adapted from Deirdre Ah Shene, "Resiliency: A Vision of Hope," *Developments* 18, 7 (1999), pp. 2–3. Adapted with permission from the Alberta Alcohol and Drug Abuse Commission (AADAC).

We are all born with innate resiliency, with the capacity to develop the traits of resiliency. Resiliency is a capacity for self-righting, and for transformation and change. It is the ability to rise above difficult life circumstances.

Connections

Ideas for promoting and enhancing the development of personal resiliency skills

Students can:
- develop caring relationships with adult mentors
- organize peer support groups within the school
- be aware of local counselling services
- seek help from adults or support services when facing difficulties
- recognize that it's okay when things don't go their way
- recognize that individuals can have control over most of the circumstances in life that cause unhappiness
- develop autonomy by learning to depend on themselves
- recognize that attitudes, actions and values are what define them, and not their past
- set reasonable personal goals, work toward them and celebrate their achievements.

Outcome W-7.11 (continued)

Parents can:
- volunteer as mentors to teens in the school and community
- invite youth to join family outings and activities
- do something new together with their teens
- be aware that teens need meaningful relationships with at least three adults other than their parents
- help teens find trusted adults who share similar hobbies or interests
- connect with other families
- encourage teens to find adult-led programs of interest
- be aware of local support services for at-risk teens
- help teens recognize the relationship between positive attitudes and success.

Communities can:
- provide volunteer mentors through programs such as Big Sisters and Big Brothers
- facilitate youth–adult relationships through support of initiatives for teen recreation centres, coffee houses
- help teens organize drop-in centres through local agencies and chambers of commerce, and provide access to a variety of mentors
- organize annual neighbourhood block parties
- increase awareness of resiliency and the factors that promote resiliency in youth
- provide inservices for community coaches, mentors and group leaders which focus on promoting resiliency
- celebrate teen success within the community through local newspapers and newsletters.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–7.12 *The student will **identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture**.*

Sample Learning Activities

Get ready

- As a class, define and discuss **gender roles**, **equity**, **media** and **culture**.
- Do a three-minute journal entry about what it means to be a 13-year-old female or male in your school.

Explore and apply

- Brainstorm different ideas within our culture about what it means to be male or female. Display ideas on a chart.
- Discuss general ways in which these ideas affect our personal choices.
- Discuss:
  - How do gender roles affect the choices we make about how we present ourselves to the world?
  - How does sexuality affect the choices we make about how we present ourselves to the world?
  - What do our choices in music and movies say about our sexuality?
- Reflect on the information shared in the class discussion. Where do you fit in the range of ideas and opinions? Are your own interests age- or gender-specific? Could your ideas or attitudes be improved on to give you more choices and a healthier self-identity?
- Design a survey to collect information on the interests of girls and boys your age. Do the interests tend to be gender-specific? What do these interests tell us about sexuality and self-identity?

Extend and commit

- Research a culture or society in which gender roles are different from typical gender roles in Canadian society. Discuss.

Sample Assessment Activities

- Use magazine pictures and headlines to create a collage expressing what *Being female* or *Being male* means to you.

Please Note

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

GRADE
7

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–7.13 *The student will* ***examine the influences on personal decision making for responsible sexual behaviour***.

Sample **Learning** Activities

Get ready

- Brainstorm reasons why teens become involved in sexual relationships. Identify and discuss sources of pressure.

Explore and apply

- Working in small groups, design a chart to record factors that influence decisions about sexual behaviour. Consider the following headings:
  - personal values
  - family values
  - responsibility
  - consequences
  - peer pressure
  - social opportunity.
- As a class, discuss:
  - How is not making a decision, a decision? Explain.
  - Decisions about sexual relationships should be made by equal partners. These decisions should reflect the values and wishes of both partners. Why is equality so important?
  - Why are assertiveness skills important when a couple is making decisions about a sexual relationship?

Extend and commit

- The media gives teens many messages about sexual behaviour. Collect ads and articles from a variety of publications for teens and identify the underlying messages about sexual behaviour in each.

Sample **Assessment** Activities

- Describe three personal and family values that could influence a teen's decision making about sexual behaviour.

Please Note

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

GRADE
7 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–7.14 *The student will* ***examine abstinence and decisions to postpone sexual activity as healthy choices***.

Sample Learning Activities

Get ready

- As a class, discuss and define **abstinence**.
- Brainstorm reasons why students choose to abstain from sexual activity. For example, personal values, religious beliefs, readiness, health and protection against disease, pregnancy.
- Develop a list of qualities in a personal relationship that are necessary for abstinence, such as:
  - respect for the other person's feelings
  - self-control.
- Brainstorm pressures that teens may face to become involved in a sexual relationship.
- Discuss reasons why it is difficult to say no in these situations. For example:
  - you really like the person
  - you don't know how to be assertive
  - part of you wants to say yes.

Explore and apply

- Discuss the differences between abstinence and postponement of sexual activity.
- In your journal, explain how a decision to practise abstinence or postpone sexual activity would affect your sexual behaviour.
- Some people believe that if neither person says no, it's okay to go ahead with sexual relations. But it is not the absence of no that permits sexual activity; there must be consent by both people before a couple gets involved. Generate a list of examples where no is not spoken but consent for sex has not been given. For example:
  - if one or both of the people is under the influence of alcohol or drugs
  - if nothing is discussed.
- Discuss strategies for assertive communication.
- In small groups, discuss strategies for handling difficult situations, such as:
  - turning down a request for a date
  - refusing sexual advances from a person you don't like
  - refusing sexual advances from a person you really like.

  What could you do and say? What kinds of steps could you take to avoid these pressures?

Please Note Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

Outcome W-7.14 (continued)

Extend and commit

- Make a Top ten list of reasons for sexual abstinence during the teen years.
- Discuss how sexual pressures on teens have changed over the past 20 years. What influence do television, movies, ads and music videos have on teen sexual and social behaviour?

Sample Assessment Activities

- Write a letter to a fictitious boyfriend or girlfriend and outline at least three convincing reasons why you shouldn't become sexually active at this point in your life.

Teacher Background

Sexual abstinence

There are many reasons for supporting abstinence education. There are religious and moral arguments for confining sexual activity to married adults and there are arguments that individuals should achieve maturity before becoming sexually active. Abstinence is also related to sexual health as it prevents the spread of sexually transmitted diseases and unplanned pregnancies. Abstinence education supports the values of responsibility to oneself and others, honesty and respect for individual choice.

A person who is abstinent is not necessarily a virgin. The term "virgin" describes a person who has never had sexual intercourse. The choice to be abstinent can be made any time. Many individuals who are abstinent choose to engage in other physical activities, such as hugging, kissing and holding. Abstinence is a normal part of sexual relationships. Throughout the life of a relationship, many couples practise abstinence in response to injury, illness, stress or separations.

To choose abstinence, teens need a variety of social skills, including effective decision making, assertive communication, stress management, goal setting, self-monitoring and refusal skills. Teens need activities and programs that enhance their self-worth, provide positive role models, and offer accurate information about potential short- and long-term consequences of behaviour.

Connections

Ideas for promoting sexual abstinence during the teen years

Students can:

- commit to abstinence in their own relationships
- organize and participate in group dating activities with adult sponsors
- generate reasons for choosing abstinence
- generate ideas for nonsexual ways of showing affection and support
- solicit appropriate adult supervision for group dates and parties.

Outcome W-7.14 (continued)

Parents can:
- volunteer to supervise group dating activities
- encourage and model positive and rewarding friendships
- organize a school-based parent evening co-facilitated by a number of community partners to support parents as the primary sexuality educators of their children
- communicate using clear messages about sexuality
- talk to their teens about abstinence
- read a book on sexuality; ask their children to read it and then discuss it
- help teens generate reasons for choosing abstinence
- be aware that committing to abstinence requires courage
- teach skills that help teens keep their commitment to abstinence, such as nonsexual ways of showing support and affection, assertiveness skills, refusal techniques
- discuss how the media sometimes distorts sexual relationships in television and movies
- attend presentations for students in the school and community with their teens.

Communities can:
- provide presentations by professional health-care workers
- provide volunteer supervision of teen recreation facilities.

GRADE

7

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

☐ Teacher Background
☑ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

R–7.1 *The student will* analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism.

Sample Learning Activities

Get ready

- Make a chart to record the things students say or think to themselves in different kinds of situations, such as:
  - winning a race
  - achieving a goal
  - losing something
  - falling out with a friend.
- Define and discuss the terms **positive thinking**, **all or nothing thinking**, **overgeneralization** and **perfectionism**.
- Do any of these terms apply to the reactions that the class charted?

Explore and apply

- Discuss common elements of positive thought patterns.
- Discuss common elements of negative thought patterns.
- Using a think-feel chart, record a number of events and identify related thoughts and feelings.

Event	What I think to myself	How I feel
I fail a test.	"I'm stupid, no wonder I failed."	Discouraged, ready to give up.
I score in the basketball game.	"I'm a good player!"	Happy, proud, ready to try again.

- Rewrite several examples of negative thoughts to make them positive and encouraging. For example, instead of "What a loser," students could write " I don't feel good about losing that race. I will have to train harder for the next one."

Extend and commit

- Keep a journal for one week and record positive and negative thinking patterns. Write a summary at the end of each day and identify thinking patterns you observed.
- At the end of your week, make a list of positive thinking patterns you observed in yourself. Identify any negative patterns and describe how you can reframe them as positive thoughts.

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Outcome R-7.1 (continued)

Sample Assessment Activities

- Complete the following statements:
  - "I control my own thoughts by ..."
  - "To think positive, I say to myself ..."
  - "Positive thinking helps me ..."
  - "Negative thinking gets in the way of ..."
  - "To overcome negative thinking I need to ..."
- To download the teacher-developed assessment activity *Somewhere Else to Turn*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 7: *Somewhere Else to Turn*.
  [This assessment task can also be used with specific outcomes R-7.2, R-7.4, W-7.10 and W-7.11.]

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Connections

Ideas for promoting positive thinking and hopeful attitudes

Students can:

- value kindness in their peers and express appreciation for acts of kindness
- practise kindness in their peer relationships
- practise kindness in their relationships with mentors and significant adults
- recognize that it's okay when things don't go their way
- recognize the positives in their circumstances
- share their dreams and passions with parents, trusted adults and friends
- pursue an interest that both challenges and provides a sense of accomplishment (develop a hobby, learn to play a musical instrument, get involved in orienteering)
- participate in activities that provide assistance to others
- seek out individuals who exhibit hopeful behaviours and positive attitudes.

Parents can:

- help teens focus on following dreams and passions
- help teens see beyond obstacles to their goals
- help teens note positives in global issues
- learn to listen, acknowledge teens' feelings and help them reframe situations to bring out the positives
- watch local and national news together to seek inspiring stories
- encourage teens to develop autonomy by allowing them to make age-appropriate decisions
- search for hope in daily events and stories
- tell hopeful stories from the past
- model goal-setting behaviours.

Communities can:

- reframe and focus on solutions in municipal council meetings
- reframe and focus on solutions in school council meetings
- focus on the positive in local publications
- feature inspiring, positive and hopeful stories in appropriate newspaper sections
- use World Kindness Day for community-based projects
- honour community volunteers for kindness
- encourage activities that promote caring for others
- promote opportunities for dialogue in creating new possibilities for individuals and groups.

Selected ideas contributed by the Hope Foundation of Alberta, University of Alberta.

GRADE

7

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

☐ Teacher Background

☐ Home/School/ Community Connections

☐ Student Information

☐ Student Activity Master

R–7.2 *The student will* analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals.

Sample **Learning** Activities

Get ready

- Identify situations in which you or your friends might need support for difficult times or emotional concerns, such as a death in the family or moving away.
- Discuss local sources of support, starting with friends and family, and expanding outward to include school and community personnel. How can you get the support you need?

Explore and apply

- Generate sample scenarios in which a Grade 7 student might need emotional support. For example:
  - *Lee is frustrated because of difficulties keeping up with school work, especially because he finds math challenging.*
  - *Dierdre is finding her newly diagnosed diabetes is making it difficult to participate in social activities with her friends.*
  - *Rakesh has just moved in with his dad and he is feeling overwhelmed with new responsibilities, including preparing meals and doing his own laundry.*
- In pairs, use the scenarios to prepare a short role-play in which a student asks for help and support.

Extend and commit

- Make a list of people who could provide support to you or a friend, including parents, teachers, school counsellors, community health workers, mentors or other trusted adults.

Sample **Assessment** Activities

- Identify five situations in which a typical Grade 7 student might need short-term support and three situations in which he or she might need long-term emotional support.

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  [This assessment task can also be used with specific outcomes R–7.1, R–7.4, W–7.10 and W–7.11.]

GRADE
7

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–7.3 *The student will* identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection.

Sample Learning Activities

Get ready

- Brainstorm a list of factors that can cause stress in relationships.
- Discuss how uncomfortable feelings that seem stressful may actually be helpful messages telling us that we need to address a certain problem or make a change.

Explore and apply

- In small groups, identify three strategies for dealing with relationship stresses. Record ideas on a class chart.
- Sketch an outline of a plant including its roots, stems, leaves and flower. Draw weeds beside the plant. Express how you feel about a particular loss in your life by writing your response to the following questions beside each representative element in the drawing.
  - *Roots*. Who has anchored me in the past? How have my previous experiences helped me learn about loss?
  - *Weeds*. What is holding me back or clouding my view?
  - *Stem*. What supports me?
  - *Leaves*. What are my sources of nourishment?
  - *Flower*. When I accept this loss, how will I change or grow?

  Some students may choose to share and discuss their flowers with classmates.

Benefits Health

- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Create a poster promoting positive ways to deal with stress in relationships.

Sample Assessment Activities

- Describe three common sources of stress in relationships. Describe three positive strategies for dealing with this type of stress.

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-7.3 (continued)

Teacher Background

Coping with change and loss

Two common sources of stress are change and loss. Common experiences of typical adolescents include moving, breaking up with boyfriends or girlfriends, changes in peer group and death of a grandparent.

Reactions to loss are individual and can vary for many reasons. Adolescents, generally, are at a stage in their development where they move between adult and child-like behaviours. In the event of death, they may react with unexpected emotional intensity and confusion. They may avoid the reality of death through excessive denial or withdrawal. They often turn to their peer group to give and receive support, and seek answers to their questions. Signs of grief in older children include difficulty concentrating, forgetfulness, insomnia, destructive behaviour, resentment of authority, overdependence, resistance to discipline, overeating, truancy, experimentation with drugs and alcohol, sexual promiscuity, and talk of or attempted suicide.

What can teachers do?

Students may be frightened or embarrassed by their grief reactions or interpret them as sickness or insanity. Teachers can help normalize these feelings and behaviours through discussion and everyday interaction.

Grief reactions disrupt school performance. Reducing academic and behavioural expectations is appropriate; eliminating expectations is not. While dealing with intense emotions, a student cannot function in the usual manner. Striking a balance between responding to the grieving student's intense needs while maintaining a healthy routine is challenging. Seek assistance from the school counsellor or district student services and communicate with parents.

Signs of grieving

When people experience loss, they may react in physical, emotional and spiritual ways. Adolescents and adults may differ in how they respond to grief. Individuals grieve differently.

Behaviour signs of grief

- irritability
- fatigue, lack of energy, listlessness
- absent-mindedness, inability to concentrate
- sleep disturbances, inability to sleep or early morning awakenings, dreams about deceased
- poor appetite or overeating
- lack of interest in other activities, lack of friends
- social withdrawal from others
- restlessness, overactivity
- low energy or fatigue
- depression
- inability to make decisions
- crying, sometimes uncontrollably
- little or no emotion or reaction
- makes jokes or continues normal play as a distraction
- overreaction to minor issues

- treasuring objects of the deceased, visiting places associated with person
- anger or aggression (disrupting the class, fighting with other students, uncooperative with teachers)
- unresolved anger in adolescents may turn inward and change to depression
- silence
- loss of interest in appearance, especially in adolescents.

Emotional signs
- shock and numbness
- mood swings
- irritability
- depression and loneliness
- anger, often masked or misdirected
- guilt, especially in children who feel they may have caused or contributed to the death
- anxiety
- poor concentration
- poor memory
- feelings of powerlessness
- low feelings of self-worth
- relief, if illness leading to death was painful or lengthy
- feelings of guilt and shame
- feelings of hopelessness
- feelings of emptiness.

Physical signs
- weight gain or loss
- tension headaches
- back pain
- digestive upsets
- dizziness
- tightness in chest
- oversensitivity to noise
- irregular heartbeat, palpitations
- tightness in throat
- rashes
- menstrual changes
- weakness in muscles
- frequent colds.

GRADE 7

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☑ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

R–7.4 *The student will* analyze and practise constructive feedback; e.g., giving and receiving.

Sample Learning Activities

Get ready

- Discuss the question, "Why do we applaud?" Possible answers include:
  - to respond to something we see or hear
  - to give feedback
  - to show appreciation.
- Discuss and define the word **feedback**. For example, it is information sent by the receiver of a message that helps the sender judge the effectiveness of the message sent.

Explore and apply

- In small groups, generate a list of ways to give feedback. For example:
  - through body language, such as head nodding or smiling
  - through tone of voice
  - by the words you choose.
- Discuss the role of feedback in effective communication. How does it feel when little or no feedback happens during a conversation?
- Working with a partner, write or role-play a scenario in which a person uses feedback in a way that promotes positive communication.
- Discuss why some individuals have difficulty with feedback. For example, some people have difficulty accepting compliments because they don't believe good things about themselves.
- Generate a list of gracious responses to a compliment.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit

- List the personal qualities that enable a person to give and receive feedback.
- Discuss the difference between constructive feedback and negative feedback.
- Practise receiving compliments. In small groups, share honest compliments. When you are being complimented, say "thank you" or some other gracious response. Do not disagree or dismiss the compliment.
- In your journal, reflect on the following quote: "Sticks and stones may break our bones, but words can break our hearts." —Robert Fulgham.
- Discuss ways you can gather feedback about yourself in order to become a better learner.

Sample Assessment Activities

- Write a tip sheet for giving and receiving feedback.
- Write three pieces of constructive feedback to yourself. Explain why you deserve this feedback and how it can help you.

Outcome R-7.4 (continued)

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[This assessment task can also be used with specific outcomes R–7.1, R–7.2, W–7.10 and W–7.11.]

Teacher Background

Feedback

Feedback is a way of telling another person or yourself how certain actions affect you. Feedback helps a person realize what his or her words or actions mean to the other person.

The goal of constructive feedback is to improve the situation. Here are some guidelines for giving constructive feedback.

Giving constructive feedback

- Focus on the behaviour, not the person. Describe the behaviour you see rather than evaluating the behaviour.
- Tell how you feel using "I" statements, instead of "You" statements.
- Make your comments specific. Avoid statements like "You always ..." or "You never ..."
- Focus on the behaviour that the person can change rather than things that the person may have limited control over.
- Give feedback as soon as possible. The longer you wait to give feedback, the less effective it will be.
- Give feedback in a private place.
- Feedback should be given to the person directly, not hinted at and not through a third party.
- Feedback is always more effective if it is asked for.
- Feedback is not feedback when it's meant to hurt—then it is a personal attack.
- Feedback is an opinion. The other person may have goals and expectations that we are unaware of or do not understand. Do not try to explain the why of the behaviour, comment only on what you see. Resist giving advice or telling the other person how to change.
- Share positive feedback frequently.

Receiving feedback

- Ask for feedback from people you trust and respect.
- Receive feedback openly.
- Don't get defensive or make excuses. Do not try to justify your behaviours.
- Take a deep breath and count to 10 if you feel angry.
- Discuss the feedback.
- Paraphrase the feedback and ask for further clarification. Ask questions.
- Evaluate the information. Even negative feedback can have some truth to it.
- Reflect on the feedback and try to build on it.
- Indicate what you intend to do with the feedback.
- Thank the person for the feedback. Giving feedback can be as difficult as receiving feedback.

GRADE
7

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

R–7.5. *The student will* examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex.

Sample Learning Activities

Get ready

- List three people who are important in your life. List two things you expect from each person and two things these people can expect from you.

Explore and apply

- Do a think–pair–share on the characteristics of a healthy relationship.
- Contribute your ideas to a class chart. Sort ideas into categories, such as:
  - personal characteristics
  - actions.
- Working in small groups or with a partner, develop an action plan for improving the atmosphere and enhancing relationships at school. Share ideas with the class.

Extend and commit

- Examine specific traditions and routines in your school. How do they promote caring, sharing and appreciating the differences and values of others? Can some traditions be improved? Present your ideas to student council or another advisory group in your school.

Sample Assessment Activities

- List and describe 10 ways you can create and maintain healthy relationships with others.

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GRADE
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Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☑ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–7.6 *The student will* explore and evaluate the impact of media violence on relationships.

Sample Learning Activities

Get ready

- Compile examples of how the media displays violence. Discuss how these displays of violence may influence the feelings and actions of viewers. How can this type of violence affect relationships?

Explore and apply

- In small groups, choose one media representation of violence and critique that representation. Consider:
  - what image is the media trying to convey
  - how realistic is the representation
  - what message does the representation give to the public
  - what does this media representation say about relationships.
- Share and discuss your critique with the class.

Extend and commit

- Challenge yourself to take a two-week media break. Replace television, videos and computer games with going for walks, doing sports, reading and spending time with your family. Keep a journal of how this break affects your attitudes, actions and relationships.

Sample Assessment Activities

- Write a letter to the editor of a magazine or newspaper, or to a television network or music producer, to express your concerns about the impact of media violence on relationships. Outline why this is unhealthy or problematic for young people.

Teacher Background

Media violence and relationships

TV, radio, music and music videos, computer games, newspapers and magazines can be powerful social influences.

- The average Canadian teen spends about 22.4 hours per week with some form of mass media.
- By the end of high school, most teens will have witnessed 18 000 murders on screen and more than 300 000 commercials.
- By the end of high school, most teens will have spent 11 000 hours in school and 15 000 hours in front of the television.
- There are approximately 26 acts of violence per hour on children's shows, but only nine acts of violence on adult shows during prime time.
- Many popular video games are based on violence and players are rewarded for killing.
- Perpetrators of violent crime on television go unpunished in 74 percent of violent scenes.

- Twenty-five percent of violent television scenes involve handguns.
- Only four percent of television shows have anti-violence themes.

There are potential dangers in the amount of violence portrayed in the media. This violence has a number of potential effects on children and teens including the following.

- Children learn to be aggressive in new ways by watching violence on television.
- Seeing television characters get what they want using violence teaches children to use violence to get what they want.
- Introducing television for the first time in small, remote towns can result in increased acts of violence among children and teens.
- The types of youth crimes are changing—more violent behaviour, more weapons, more gang-related behaviour—and some believe that increasing violence in the media is one factor contributing to this change.
- Children and teens may be less empathetic to the pain and suffering of others, particularly those who have been involved in violent crimes.
- Viewing repeated acts of violence can desensitize young people to violence; they may become more tolerant of acts of violence in school and the community.
- Teens are less likely to come to the aid of a victim if they have been desensitized through repeated exposure to violence.

Sources: Alberta Teachers' Association, 1999; Bergman, 1996; Chidley, 1996; Mediascope, 1998; Office for the Prevention of Family Violence, Alberta Family and Social Services, n.d., 1995.

How does all of this affect our relationships with the people around us?

- If we have little or no empathy for someone who has been hurt, we may not offer help even if we are the only ones in sight.
- If we believe that violence is the solution to conflicts, we may choose to fight—physically or verbally—with siblings, parents, classmates and dating partners—rather than looking for nonviolent solutions.
- If we are play fighting with our friends and hurt them, we may say, "I was only joking" instead of apologizing.
- When we watch historical figures being executed unjustly, or cities being bombed during a war movie, we may react inappropriately—accepting or even encouraging the violence—rather than being bothered by it.
- If we believe that violent acts usually go unpunished, we may choose violence to get what we want or to get revenge.

What can you do to keep a realistic view of violence?

- Be aware of the fact that violence on television is most often not realistic. Entertainment uses sensationalism, props and stunts, special effects and graphic stories to increase ratings. Looking real is not the same as being real.
- When you see a violent incident, remind yourself that violence is not the only way adults choose to solve their problems. Ask yourself how the character could have acted differently and used a nonviolent solution.
- Watch for consequences to violent acts on television shows. Are the consequences realistic?

Outcome R-7.6 (continued)

- When you watch the news, are the events portrayed realistically? How often does the news cover positive, nonviolent events? Be realistic about what you see.
- When you view violent events in the media, be aware of your own reaction. Do you feel horror, empathy or revulsion, or do you find yourself saying "hey, cool" or not reacting at all? If you don't experience negative reactions to violence, take another look at yourself.
- Take a good look at your own ways of resolving conflict. Are you using nonviolent ways to handle conflict?

Connections

Ideas for promoting awareness of the impact of violence in the media

Parents can talk to children about what they see and hear in the media. Consider discussing the following questions to provoke thought and help families make good decisions.

- What do children think about what happened in the program?
- What was real and what was pretend? Discuss how TV shows and movies are produced, and how props and stunt people make violent action scenes look realistic.
- How do they feel about what they watched? If they felt uneasy, what made them feel that way? Why?
- When a violent incident occurs, point out that violence is not the way adults usually solve problems. What other ways could the character have acted? Was there a nonviolent solution?
- Were there consequences to the character's actions? Were people hurt? Were there realistic consequences for the character? What would the consequences be in real life?
- What could witnesses have done to help the person who was the victim of the violence? Why did or didn't they?
- Are there really people like the ones we see in magazine advertisements, commercials or television shows? How realistic is the portrayal of these people?
- Are news clips a good way to gauge what's going on in the real world? Explain that, while the violence in the news is real, it represents only a small portion of what goes on in the world. Discuss how news is selected for entertainment value and point out that often the good things that happen never make it into the news. Assure them that the world is not as violent or scary as the news would suggest.
- Why do people buy tabloids even though they know the stories are exaggerated?
- Who owns the media? Find out how many newspapers, radio stations or television networks are owned by the same company. Investigate the world views or biases of these companies. Are they more likely to report on conflict or compromise?
- What is the role of advertising in the media? Identify and discuss the various methods of persuasion used by advertisers. Challenge the claims made in commercials.

Source: Alberta Teachers' Association, 1999.

GRADE
7

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–7.7 *The student will* evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose.

Sample Learning Activities

Get ready
- Brainstorm types of conflicts a typical Grade 7 student might have.
- Define and discuss the terms **win/win**, **win/lose** and **lose/lose**. Share real-life examples that illustrate each of these conflict-resolution styles.

Explore and apply
- Generate conflict scenarios involving two students who are friends, a student and a parent or a student and a teacher.
- Pass out conflict-resolution style cards labelled "win/win," "win/lose" or "lose/lose" to small groups of two to four students and prepare short role-plays dealing with one of the scenarios and using the conflict-resolution style on the card.
- After each presentation, identify which style the role-play showed.
- Identify and discuss the benefits of win/win and the disadvantages of win/lose or lose/lose conflict resolution.
- Trade scenarios and role-play resolving the new conflict with a win/win conflict-resolution style.
- Discuss the different conflict-resolution strategies demonstrated and evaluate their effectiveness.

Extend and commit
- Write a paragraph about an example of a win/win conflict resolution from your life. Describe what you said and did, ways the other person responded, things you still need to practise, and how you feel about approaching your next conflict.

Sample Assessment Activities

- Draw three cartoon strips illustrating three different styles of conflict resolution:
  - win/win
  - win/lose
  - lose/lose.

GRADE 7

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–7.8 *The student will* analyze the potential effects of belonging to a group, team, gang.

Sample Learning Activities

Get ready

- Generate a list of groups you belong to or have belonged to in the past.
- Discuss reasons why students choose to be part of a group.
- Read the story and relate its meaning to membership in a group.

The Goose Story

> *Next fall, when you see geese flying along in a V formation heading south for the winter, you might be interested in knowing what science has discovered about why they fly that way. As each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in a V formation, the whole flock adds at least 71 percent greater flying range than if each bird flew on its own.*
>
> *When a goose falls out of formation, it feels the drag and resistance of trying to go it alone and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front. When the lead goose gets tired, it rotates back and another goose flies point. The geese honk from behind to encourage those up front to keep up their speed.*
>
> *Finally, when a goose gets sick or is wounded and falls out, two geese leave the formation and follow it down to help and protect it. They stay with it until it is either able to fly or until it dies. Then they fly off to catch up with their group.*

- As a class, complete a Venn diagram comparing and contrasting a team or group with a gang. For example:
  - both teams or groups and gangs involve people associating together
  - gangs engage in criminal activity while groups do not
  - membership in a gang requires an initiation and ongoing loyalty—once you're in, it's difficult to get out
  - members of a team or group are typically free to leave when they want to.

Explore and apply

- In small groups, brainstorm the advantages and disadvantages of being a member of a group. Compile a class list of ideas.
- In small groups, identify situations in which a person would choose not to be in a group. Identify factors that would contribute to the person's choice. For example:
  - the person has different values than the group
  - the person has different beliefs than the group
  - the goals of the group change and the person does not agree with the change.

Extend and commit

- Research how school districts and social agencies are trying to fight the negative influence of youth gangs.

Outcome R-7.8 (continued)

Sample Assessment Activities

- Think about your group of friends. Describe two ways they are like a gang and three ways they are different from a gang.
- List five advantages of being a member of a group you belong to. List two disadvantages.

Teacher Background

Youth gangs

A youth gang consists primarily of adolescents and young adults who:

- routinely interact with one another
- are frequently and deliberately involved in illegal activities
- share a common group identity that is usually represented through a gang name
- typically communicate their identity by adopting certain symbols, colours, mannerisms, and "turf."

Source: Goldstein and Huff, 1993.

Motivation for joining

- protection or intimidation
- recognition and identity
- financial gain
- family-like support
- survival.

Gang warning signs

A child who is most likely to become involved with a street gang:

- lacks a strong sense of self-worth
- lives in a gang-oriented neighbourhood
- has relatives in a gang
- has problems at home
- has problems at school (is disruptive, threatening, doesn't perform well academically)
- lacks recreational and vocational skills
- wears the dress colours and jewellry of a gang
- draws gang graffiti
- uses gang slang
- flashes gang hand signs
- has a gang tattoo
- carries gang paraphernalia.

Adapted from Mary M. Jensen and Phillip C. Yerington, *Gangs: Straight Talk, Straight Up* (Longmont, CO: Sopris West, 1997), pp. 44, 85. Adapted with permission of Sopris West.

Outcome R-7.8 (continued)

Groups and teams

When several students sit in the same area, work on their own assignments, receive their own marks and have no meaningful interaction, they are not a team. However, once they move their desks into a physical group and begin to work on a project together, they are a team. People have formed groups since the beginning of time—in families to provide for their young, in armies to defend their territory, in teams for winning and challenge, and in recreational groups for play and relaxation. No matter what their purpose or make-up, groups are most successful when they work as teams.

Successful teamwork requires effort, practice and time. Teams must develop through a fairly predictable series of stages, similar to the stages in an adolescent's life.

Connections

Ideas for promoting positive teamwork and successful group interaction

Students can:

- propose teen recreation nights to municipal council
- propose and organize teen recreational events and solicit appropriate adult supervision
- propose a teen coffee house run by teens with parent and community volunteer supervision.

Parents can:

- offer to supervise recreational games
- provide opportunities for supervised student recreation in their own homes
- volunteer to drive groups of students to supervised activities.

Communities can:

- open a recreation facility or a teen coffee house
- offer Junior Achievement and student business courses through the Chamber of Commerce
- support student business and recreation initiatives.

GRADE 7

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–7.9 *The student will* develop group goal-setting skills; e.g., collaboration.

Sample Learning Activities

Get ready

- Generate a list of groups in your life and identify the goals each group might have.
- Discuss the process groups use to set goals. For example:
  - – deciding on a goal
  - – planning how to achieve their goal
  - – identifying the roles each member has.
- Define and discuss the term **collaboration**.

Explore and apply

- As a class or in small groups, set three group goals for the school year. Consider goals in the following areas:
  - – climate building
  - – volunteer service
  - – student achievement.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Cooperation

Extend and commit

- Develop a poster-sized checklist of factors to consider in group goal setting.

Sample Assessment Activities

- Do a five-minute quick-write on how you can help a group you belong to set goals effectively and fairly.

GRADE
7

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–7.1 *The student will* develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style.

Sample Learning Activities

Get ready

- Brainstorm a list of the different ways people learn.

Explore and apply

- Create a mind map of your preferred way of learning, including how you study and gather information.
- Discuss why it is important to use a variety of ways to learn. For example:
  - to improve our abilities
  - to make the most of all learning opportunities.
- Discuss why people differ in the ways they prefer to learn.
- Discuss the disadvantages of relying solely on one preferred learning style.

Extend and commit

- Discuss Howard Gardner's theory of multiple intelligences. How does this apply to how you learn?
- Find a friend who has a different style of learning than yours. Trade strategies for learning and try them out for one week. Report back to each other on how the new strategies worked.
- Identify Web sites with learning style inventories and share examples with the class.

Sample Assessment Activities

- Describe one organization or study strategy that you use. Explain why this strategy helps you be a better learner. Explain how this strategy matches your personal learning style.

Teacher Background

The theory of multiple intelligences

According to the research of Dr. Howard Gardner, each individual has not one, but nine different intelligences. Each person's intelligence profile differs from the next because each person has strengths in different combinations of these abilities. Dr. Gardner believes that all people can develop all nine areas of intelligence to a level of competency. In this view of intelligence, everyone is smart, but in a different way. Knowing what your strengths are lets you use your stronger abilities to help you grow in areas of weaker ability.

- **Verbal/linguistic**: This intelligence involves reading, writing, listening and speaking. Word-smart people like to write, have large vocabularies, and may be good at learning and speaking many languages.
- **Visual/spatial**: This intelligence is essential for artists, designers and architects. Picture-smart people tend to draw well and can create pictures in their mind's eye.

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Outcome L-7.1 (continued)

- **Logical/mathematical**: Genetic scientists, physicists, engineers, mathematicians, organizational managers, chess players, philosophers and military strategists often have this intelligence. Number-smart people can do calculations in their heads and understand statistics. They also tend to be good at solving mathematical and logical problems.
- **Musical/rhythmic**: People who are music-smart are good at keeping a beat with an instrument, their voice or their body, have good singing voices and often compose their own music. They enjoy music and make it an important part of their lives.
- **Bodily/kinesthetic**: Skilled athletes and talented keyboard operators possess bodily/kinesthetic intelligence. Body-smart people are good at building and creating things with their hands. They enjoy hands-on learning, biology labs, computer keyboarding, drama and practical experiences.
- **Interpersonal/social**: Leaders, psychologists, social workers, coaches, sales managers and office receptionists often have strong interpersonal/social intelligence. People-smart individuals are good at interacting with others; they are good at sensing and responding to what others are feeling.
- **Intrapersonal/introspective**: Knowing yourself is the focus of this ability. Self-awareness, self-understanding, self-reflection, self-monitoring and self-evaluation are all part of what it means to be self-smart.
- **Naturistic**: Nature-smart people can see patterns in the living world, and can often identify and classify plants and other natural phenomena intuitively.
- **Existentialism**: This is the latest intelligence Dr. Gardner has added to his list and it involves the ability to understand philosophy and human culture. A person who is big-question-smart can debate, discuss and think about life's mysteries.

For more information

See pages 49–50 for more discussion on how to use multiple intelligence theory in the health and life skills classroom.

GRADE
7

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–7.2 *The student will* practise ways to extend personal capacity for learning; e.g., positive self-talk, affirmations.

Sample Learning Activities

Get ready

- Discuss ways that athletes use strategies such as visualization and self-talk to focus and enhance their performance.
- Discuss and define what an **affirmation** is. For example, an affirmation is a strong, firm declaration that something is true.
- Brainstorm a list of affirmations emphasizing positive personal qualities of people in the classroom.

Explore and apply

- Do a think–pair–share of roadblocks to learning and successful performance.
- In small groups, choose three strategies for overcoming roadblocks and enhancing capacity to learn. For example, if test anxiety is a roadblock, use a relaxation technique before and during tests to help reduce the anxiety and get higher test scores.

Extend and commit

- Design posters outlining strategies that build personal capacity for learning.
- Research a successful athlete and report on the specific strategies he or she uses to improve athletic performance.

Sample Assessment Activities

- Describe three situations in your life in which you could use self-talk or visualization to improve your performance or personal capacity for learning. Describe the self-talk or visualization script you would use in one of the situations.

Teacher Background

Strategies to build personal capacity for learning

Self-talk is an important thinking tool. It can help students think differently about themselves and their abilities. Statements such as “I can’t do it!” or “It’s too hard!” are self-defeating. Instead, suggest that students find and use positive statements, such as “I can do it if I try” or “I have some skills I can use.” Self-talk can also help students work through small tasks, as they can congratulate themselves for success in each step.

GRADE
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Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–7.3 *The student will* differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept "no" from others.

Sample Learning Activities

Get ready

- As a class, discuss and define **choice** and **coercion**.
- Brainstorm examples of choices you have made in the past week, month or year.
- Brainstorm examples of coercion in your life; for example, watching a horror movie with older siblings because they teased you about being afraid.
- Review basic refusal skills, including:
  - say "no" and give a reason
  - say "no, thank you"
  - say "no" and walk away.

Explore and apply

- Discuss the difference between choosing to participate in an activity and being coerced to participate in an activity.
- In small groups, brainstorm a list of statements people use to pressure others, such as "Everybody's doing it."
- In small groups, generate potential responses to pressure from others. Share responses with the class.
- On a file card, write a scenario about a time someone said "no" to you. Describe what happened but do not describe related feelings. Trade scenarios with a classmate and, working with a partner, discuss the refusal skill used by the person saying "no." Discuss how both the person receiving the "no" and the person saying the "no" might feel.
- In small groups, role-play a scenario in which one person uses a refusal skill to say no and another person accepts the "no" graciously.

Extend and commit

- Reflect on situations in which it is difficult to refuse something or someone. What do you do?
- Reflect on situations in which it is difficult to accept "no" for an answer. What do you do?

Sample Assessment Activities

- Complete a Venn diagram comparing and contrasting the concepts of choice and coercion in decision making.

GRADE
7

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–7.4 *The student will* revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community.

Sample Learning Activities

Get ready

- Discuss the following statement:
  "The most important thing about goals is having one." —Geoffrey F. Abert

Explore and apply

- Working in small groups, make a list of potential goals a typical Grade 7 student might have in each of the following areas: education, family, self-development, relationships and community involvement. Post the lists for class discussion.
- Discuss the benefits of goal setting and identify at least 10 opportunities for setting goals in the Grade 7 school year.
- Choose one goal to illustrate on a poster and identify the action steps needed to reach the goal.
- Discuss the importance of revisiting and revising goals. Share examples of personal goals you have revised.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

Extend and commit

- Discuss how to determine if a goal is realistic. Is it okay to have goals that are not realistic? Why or why not? How do you handle yourself when you do not reach a goal?

Sample Assessment Activities

- Identify a long-term personal or social goal that you can work toward this school year. Break the goal into short-term chunks and develop an action plan. Identify at least three ways you might consider revising this goal over the course of the year.

Connections

Ideas for developing and promoting goal-setting skills

Students can:

- share their hopes and dreams for the future with parents
- think about what they would like to accomplish now and when they are older
- ask parents and older siblings about the goals they have set and achieved
- choose an adult mentor who has similar interests or abilities and talk to that person about his or her goals
- get involved in a sport, take lessons or join a club in which learning and goal setting are important.

Outcome L-7.4 (continued)

Parents can:
- ask teens about their dreams and hopes for the future
- discuss ideas about setting smaller goals to help reach bigger goals and dreams
- help teens see their household and school duties as opportunities for goal setting and achievement
- help teens to prioritize their goals and keep them realistic
- encourage teens when they accomplish goals—big or small
- set family goals together, modelling effective goal-setting strategies
- celebrate family goal achievement with a favourite family activity.

Communities can:
- support mentoring programs that match adult volunteers to teens with similar interests, so they can share goals and accomplishments
- use the media to reward local teens who have accomplished significant goals.

GRADE 7

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–7.5 *The student will* create a personal portfolio showing evidence of interests, assets and skills; e.g., certificates of participation.

Sample Learning Activities

Get ready
- As a class, discuss and define the term **portfolio**.
- Invite community members to class to show their portfolios and discuss how they developed them and the purposes they serve. Possible speakers could include an architect, a commercial designer, a writer, a new teacher, senior high school students.

Explore and apply
- Brainstorm categories to include in a personal skills and interests portfolio. For example:
  - goals and action plans
  - evidence of skills
  - evidence of interests
  - evidence of talents
  - educational project information
  - career information.
- Create a detailed table of contents for an ongoing personal skills and interests portfolio.

Extend and commit
- List benefits of developing a personal skills and interests portfolio.
- Collect information on building portfolios and display for the class.

Sample Assessment Activities

- Design a portfolio page that demonstrates your skills or interests in a particular area.

Teacher Background

For more information on developing personal portfolios, see pages 76–80 and 124–126 of this guide.

Connections

Ideas for supporting and encouraging the development of personal portfolios
Students can:
- collect and protect certificates, awards and letters
- ask for letters of recommendation for volunteerism at school
- take pictures of projects in stages
- note skills of others
- prioritize areas for future development
- practise the skill of noting evidence of personal skills.

Outcome L-7.5 (continued)

Parents can:
- share observation of skills with teens
- support teens' efforts to collect, select and reflect on work for inclusion in portfolios
- assist youth in skill development
- act as mentors
- take photographs of projects
- provide positive feedback for skill development
- share own evidence of skills and skill development.

Communities can:
- value portfolios by inquiring about them in job or volunteer placement interviews
- provide feedback on portfolios presented by youth in the community
- serve as mentors by sharing own portfolios of skill-development activities
- provide volunteer experiences
- provide reference letters which record observation and evidence of skills.

GRADE
7

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–7.6 *The student will* examine factors that may influence future life role/ education/career plans; e.g., technology, role models.

Sample Learning Activities

Get ready

- Interview three adults about the factors that influenced their career choices.

Explore and apply

- Compile current local, regional and national newspapers. At regular times during each week or month, choose articles related to the business environment and discuss their relevance to current career trends.
- In a round table discussion, share current interests for future careers. Give reasons for your personal preferences.
- Discuss how family roles and expectations of others may influence career interests and choices.

Extend and commit

- Research a career path of interest and share findings with the class.

Sample Assessment Activities

- Describe one career you are currently interested in, and identify at least three factors that influenced your interest in this career.

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GRADE
7

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☑ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–7.7 *The student will* determine and use knowledge and skills of the class to promote school and community health.

L–7.8 *The student will* apply effective group skills to design and implement a school–community health enhancement plan; e.g., plant trees in playgrounds to provide future shade.

Sample Learning Activities

Get ready

- Brainstorm a list of service learning projects that would enhance the health of your school or community.

Explore and apply

- Select a school–community health enhancement project to do as a class.
- Identify how the knowledge and skills of individuals in the class can be used in a school–community health project.
- Develop a goal statement for the chosen project, including timelines for each stage.
- Determine and assign specific tasks to be done by class members.
- Carry out the project, logging each activity in a project journal.
- As a class, evaluate the project at various stages and at the end.

Extend and commit

- Plan ways your class could follow up or extend the health enhancement plan later in the year or the following year.
- Research how students in other communities use their knowledge and skills to promote school and community health.

Sample Assessment Activities

- Design a mind map to reflect on what you learned from the service learning project.
- Describe how the project benefited you, other participants, and students and staff in the school.

Teacher Background

For more information on service learning projects, see pages 94–100 in this guide.

Connections

Ideas for enhancing school-community health

Students can:

- be aware of local health concerns in the community, such as pollution, smoking, water hazards, dangerous farm or recreation equipment
- propose community projects to address local health concerns
- participate in playground and community clean-up initiatives.

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes L-7.7 and L-7.8 (continued)

Parents can:

- talk to teens about sun safety, second-hand smoke, pollution, motor vehicle safety
- model proper personal health habits at home and in public
- make suggestions for student community health projects
- volunteer to supervise student-led community health projects.

Communities can:

- respond to student proposals for community health projects
- provide presentations in schools about community health concerns through local professionals and agencies
- maintain proper health and safety standards in local plants, factories and businesses.

GRADE 8

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–8.1 *The student will* examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs.

Sample Learning Activities

Get ready

- In small groups, brainstorm 25 examples of healthy choices and 25 examples of unhealthy choices.

Explore and apply

- Working with a partner, list three examples of positive health choices on one side of a page and identify potential benefits of these choices. On the opposite side, list three examples of poor health choices and the potential consequences of these negative choices.

Extend and commit

- Collect magazine articles, brochures and news clippings about health choices. Discuss the potential consequences of the different choices.

Sample Assessment Activities

- List five health choices that could positively affect the way you look, feel and perform.
- List five health choices that could negatively affect the way you look, feel and perform.

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GRADE
8 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–8.2

The student will analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium.

Focus: Getting enough sleep

Sample Learning Activities

Get ready
- Use a T-chart to record positive health choices you made over the last six months and the positive results of these choices.

Explore and apply
- Brainstorm the positive consequences of getting enough sleep every night.
- Brainstorm the potential negative consequences of not getting enough sleep every night.
- Survey students in your class to find out how much sleep per night they average and how they believe this affects their daily lives.
- Review *Student information master 30: How much sleep do you need?* on page B.40 in Appendix B. Use this information to develop a one-minute public announcement outlining the need for and benefits of adequate sleep.
- Research the average amount of sleep you need at different stages in your life. Display this information on a timeline and discuss.

Extend and commit
- Research strange and interesting facts about sleep. Discuss why some individuals need less sleep than others.
- Choose three positive health choices you could make to improve your personal health. Write a plan that includes a goal and the steps you could take to achieve your goal. Log your progress. Analyze the benefits of the choices you made, what you will continue to do and what you might do differently.

Sample Assessment Activities

- How have your sleep patterns changed over the years? Describe your typical sleep pattern during the school year. Describe what happens when you don't get enough sleep. List the choices you make that effect getting (or not getting) enough sleep.

GRADE
8

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–8.3 *The student will **recognize and accept that individuals experience different rates of physical, emotional, sexual and social development**.*

Sample **Learning** Activities

Get ready

- Complete a timeline of significant physical and social milestones in your life.

Explore and apply

- Collect photographs of yourself at different ages, examples of assignments or awards from different grades, or other items you have collected which relate to your interests over the past several years.
- Examine the photos and collected items and discuss how they reveal changes in physical appearance, interests and activities, and goals or achievements.

Extend and commit

- Identify a book or movie about a group of teens. Examine how the individual characters experience different rates of physical, emotional, sexual and social development.

Sample **Assessment** Activities

- List five examples of how you've changed in the last five years physically, emotionally and socially.

Please Note

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in any learning activities that contain reference to sexuality.

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GRADE
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Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–8.4 *The student will* develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look.

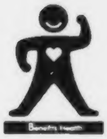
Sample Learning Activities

Get ready

- Brainstorm sources of pressure to look or act in a certain way. For example: peers, media and parents.
- Discuss the degree of influence and the positive or negative effects these sources may have.

Explore and apply

- Compile a variety of advertisements that contain messages about the way teens should look or act. Cut out the advertisements, mount them on paper and write captions describing the messages to conform. Display them in the classroom.
- Discuss the display of advertisements and their messages.
- Brainstorm strategies for resisting the pressure to conform to a particular message in a specific advertisement. Write the strategy below the ad.
- Role-play scenarios in which teens resist pressure to conform to a certain look. Discuss which strategies are most successful for dealing with pressure.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.



Extend and commit

- Are there pressures to have a certain look or lifestyle that may benefit teens? Discuss.

Sample Assessment Activities

- Create a brochure offering tips on what teens can do to cope with pressures to have a certain look.

Connections

Ideas for developing a positive body image

Students can:
- be aware of the variety of body types within family and groups of friends, and know that all body types can be healthy
- look for varieties of body types among television and media personalities
- talk to their parents or older siblings about body image concerns
- appreciate their own physical talents and abilities, such as athletic abilities, musical dexterity and artistic abilities
- be aware that their physical bodies make up only a part of who they are or can be.

Outcome W-8.4 (continued)

Parents can:
- be aware that the beginning of puberty can bring about changes which affect body image
- be aware that puberty changes begin gradually but often earlier than parents might expect
- make a conscious effort to have and model healthy behaviours and attitudes related to body image
- be aware that negative comments about body size and type can be damaging to their children's developing sense of worth
- be available to listen and talk when children have questions or concerns about body image
- understand that feelings and concerns related to body image may surface in other ways, such as through behaviours or attitudes
- help your child develop strategies to handle teasing
- ensure that siblings do not tease each other about body size or image
- make a conscious effort not to compare body types among family, friends and celebrities in nonconstructive ways, such as "She would look much better if …"
- help your child understand that diversity in body shape and size is normal and natural—all types deserve respect.

GRADE
8

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–8.5

The student will evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods.

Sample Learning Activities

Get ready

- Use the Internet to locate nutritional information on a variety of fast-food products available at local restaurants.
- Investigate and evaluate the nutritional content of foods served in your school cafeteria, hot lunch program and vending machines.

Explore and apply

- Design a fast-food guide based on the Internet information. Include information on the number of servings from *Canada's Food Guide to Healthy Eating*, that each item provides. Use colour, symbols and charts to make it user-friendly. Visit Health Canada's Web site at www.hc-sc.gc.ca/hppb/nutrition/index.html to order or download a copy of this guide.
- Analyze the nutritional value of your favourite fast-food meal. Determine if your choices are healthy or in need of improvement. Outline your plans for maintaining or improving your eating habits away from home.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Benefits health

Extend and commit

- Discuss strategies for improving the nutritional food choices provided by the school cafeteria and vending machines.

Sample Assessment Activities

- Describe three healthy food choices you could make away from home.

Teacher Background

Eating out the healthy way

Eating out has become a way of life for many Canadians. Typically, Canadians eat out several times a week. Teens, who often lead fast-paced lifestyles, are no exception. Fast foods may be particularly appealing to teens because of the way that these foods are advertised, their seemingly low cost and convenience.

Eating out on a regular basis has implications both for health and finances. Without careful planning, frequent eating out can promote poor eating habits and obesity. Teens need to understand the financial realities associated with buying prepared foods. They need to learn how healthy eating, at home or away, can be inexpensive and enjoyable.

Serving size directly affects the caloric content of foods. Because fast food serving sizes are often much larger than those eaten at home, the impact of these foods on an individual's diet is magnified. As a result, regularly relying on fast foods, such as soft drinks, french fries, burgers and pizza, can increase the risk of excessive fat, sugar and calorie intake. This, in turn, increases the risk for problems associated with being overweight.

Outcome W-8.5 (continued)

Becoming overweight is a significant health issue for teens. Today's teens are at greater risk for excessive body weight due to a variety of factors. Inactivity, an overreliance on higher fat, higher calorie fast foods, and overly large portion sizes all contribute to weight problems. Reversing this trend, while discouraging fad dieting, poses a challenge. Supporting and practising the principles of balance, variety and moderation play a central role in meeting this challenge.

In moderation, fast food items, such as hamburgers, french fries, ice cream and doughnuts, can be part of a healthy diet. However, when these foods begin to replace other, more nutritious foods in an individual's overall eating plan, problems and nutrient deficiencies can occur. Comparing typical fast-food items to home-prepared foods or school cafeteria items can help people see the impact of these choices on their overall eating habits and can encourage moderation.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Connections

Ideas for encouraging healthy food choices

Students can:

- become informed consumers by analyzing nutritional information provided in restaurants, cafeterias and on food labels
- make informed decisions about their food choices based on their knowledge of *Canada's Food Guide to Healthy Eating* and the concepts of balance, variety and moderation.

Parents can:

- discuss the important role healthy eating plays in a person's overall well-being
- provide teens with the opportunity to become involved in purchasing food for themselves and their families
- encourage teens to seek out reliable information on the nutrient content of their favourite foods
- encourage and support teens in requesting nutritious foods when eating out.

Communities can:

- support student proposals aimed at increasing the number of nutrient-rich foods offered at school
- strive to initiate or support adult efforts to increase the number of nutritious food choices offered by school food services.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

GRADE
8

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☑ Student Information
- ☑ Student Activity Master

W–8.6 *The student will* analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving.

Focus: Alcohol and fetal alcohol spectrum disorder

Sample Learning Activities

Get ready

- Discuss the questions, "Why do some people use alcohol?" and "Why do some adolescents use alcohol?"
- Discuss similarities and differences in the answers for these two questions.

Explore and apply

- Brainstorm potential negative consequences of alcohol use.
- Use *Student activity master 39: Make room for males* on page C.40 in Appendix C to examine and discuss men's roles in the prevention of Fetal Alcohol Spectrum Disorder (FASD). Each student takes three to five minutes to complete the survey. There are no right or wrong answers in this activity; it is an opinion poll, not a quiz. In small groups or as a class, discuss the responses. Examine the differences, if any, between boys' and girls' responses.
- Review and discuss *Student information master 31: Fetal alcohol spectrum disorder (FASD)* on pages B.41–B.42 in Appendix B. Work with a partner to develop a one-minute public service announcement to create an awareness of FASD and offer prevention strategies.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Discuss why it is important to inform people that a drink contains alcohol. For example:
  - religious restrictions
  - personal choice not to drink
  - to avoid combining medicine with alcohol
  - pregnancy.
- Design drink coasters reminding patrons in bars and restaurants of the connection between drinking alcohol and FASD. Develop positive messages encouraging people to make healthy choices.
- Outline strategies a group of teens could use to promote abstinence from alcohol among teens in your school and community.

Sample Assessment Activities

- Imagine that you have been invited to be a guest columnist for a teen magazine. Your job is to write an open letter to students your age encouraging them to consider the potential consequences of using alcohol while pregnant. Include basic information about what FASD is, the consequences of FASD, and why and how it can be prevented.

Outcome W-8.6 (continued)

Teacher Background

For more ideas, see *Teaching for the Prevention of Fetal Alcohol Spectrum Disorder (FASD): Grades 1–12: A Resource for Teachers of Health and Life Skills, and Career and Life Management* (Alberta Learning, 2002).

Connections

Ideas for prevention of fetal alcohol spectrum disorder (FASD)

Students can:
- develop and use stress-management strategies
- develop effective decision-making skills
- develop strategies for expressing and managing feelings
- be aware of how exposure to alcohol could affect the development of an unborn baby.

Parents can:
- model stress-management skills
- provide opportunities and support for teens to develop effective decision-making skills
- use family meetings and discussions to model healthy expression and management of feelings
- talk to teens about the risks and responsibilities of using alcohol.

Communities can:
- support early intervention programs
- encourage mentoring programs that support mothers of children with FASD.

GRADE
8 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–8.7

The student will ***determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse***.

Sample **Learning** Activities

Get ready
- Discuss how abuse can affect children and their families.

Explore and apply
- Brainstorm signs of abuse.
- Brainstorm and discuss consequences of various types of abuse.
- Invite a guest speaker from a local women's shelter or youth service agency to discuss the consequences of abuse and how communities can work together to break the cycle of abuse.
- Ensure students know who to call if abuse exists in their own homes or in the home of someone they know. Research local services and support resources. Discuss how, without help and treatment, the cycle of abuse continues.
- Discuss how students would like to see the future they will live in as adults. What qualities will they want to see in adults who are parents or who work with children? What do they want life to be like for the children of the future?

Extend and commit
- Research child-abuse statistics for your community. Find out about local initiatives and programs that prevent child abuse.
- Write a letter of support to a fictional friend who is in an abusive situation. Let your friend know that the cycle of abuse can be stopped. What kind of advice and support would you offer?

Sample **Assessment** Activities

- In your own words, explain why child abuse is an important issue in your community. Discuss the signs and consequences of abuse, and actions communities can take to break the cycle.

Please Note

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in any learning activities that contain reference to sexual activity or sexual abuse.

Outcome W-8.7 (continued)

Teacher Background

Child abuse

Types of child abuse

- Neglect: failure to provide a child with the necessities of life, including failure to obtain needed medical, surgical or other treatment
- Physical abuse: intentional, substantial and observable injury to a child
- Sexual abuse: inappropriate exposure or subjection to sexual contact, activity or behaviour
- Emotional abuse: the substantial and observable impairment of a child's mental or emotional functioning caused by such things as rejection, deprivation of affection and/or cognitive stimulation, exposure to domestic violence or disharmony, inappropriate criticism and humiliation, or chronic drug or alcohol use by anyone living in the child's home.

Adapted from Government of Alberta, *Responding to Child Abuse: A Handbook* (Edmonton, AB: Government of Alberta, 1999), pp. 5–9.

Abused children may encounter the following abusive behaviours from adults: hitting, punching, kicking, slapping, pushing, choking, threatening violence as punishment for bad behaviour, saying things over and over again that make children feel bad, forcing children to touch them or be involved in adult sexual activities.

Children and adults who are abused may cope by:

- hiding feelings
- keeping it secret
- withdrawing
- reacting with anger and aggression
- using drugs or alcohol
- running away
- attempting suicide.

Adapted with permission from Red Cross Abuse Prevention Services, *It's Not Your Fault* (Ottawa, ON: Canadian Red Cross, 1998), p. 2.

Children and adults who are abused may:

- have unattended medical problems, such as infected sores, decayed or missing teeth, lack of needed glasses
- have unexplained bruises or welts, perhaps in the shape of an object, scars in regular patterns, cuts and scrapes, fractures, sprains, dislocations or head injuries
- have bald spots, human bite marks, unexplained burns (cigarette or iron-shaped)
- be underweight, dehydrated, have an emaciated or distended stomach
- have poor hygiene
- lack clean or appropriate clothing suitable for the weather
- have a sexually transmitted disease, genital discharge, infection or bleeding, physical trauma or irritation in anal and genital areas
- have pain urinating or defecating, difficulty walking due to genital or anal pain
- have stomachaches, headaches
- have psychosomatic complaints.

Outcome W-8.7 (continued)

Other signs of abuse
The child:

- demands constant attention or withdraws
- exhibits behavioural extremes, such as aggression, withdrawal
- is defensive about injuries, wears clothing to cover up injuries, is reluctant to undress in front of others, fears showers or washrooms
- is wary or intolerant of touch or physical contact with adults
- reports injury by parent or guardian
- runs away often, is unable to form good peer relationships
- is depressed
- abuses alcohol or drugs
- attempts suicide
- displays self-destructive behaviour
- refuses to participate in sports or social activities
- is overly self-conscious about body
- fears or avoids being at home
- suddenly fears new things.

For further information regarding detecting and reporting child abuse, consult the Alberta Government publication *Responding to Child Abuse: A Handbook*, 1999.

Handling disclosure

- Find a private, quiet place to listen.
- Listen in a calm, nonjudgemental way.
- Acknowledge the child's feelings.
- Reassure the child that it's okay to tell.
- Reassure the child that the situation is not his or her fault.
- Reassure the child that you will try to help.
- Write down what the child says in his or her own words.
- Describe how the child appears.
- Keep these notes and all information confidential and secure.

Reporting child abuse
Anyone who has reason to believe that a child has been abused or is at risk of being abused has a legal duty under the *Child Welfare Act* to report the matter to the local office of Alberta Children's Services or the Child Abuse Hotline at 1–800–387–5437. A child welfare worker will determine whether the child needs protective services, contact the police if investigation is required and coordinate response with other agencies as needed.

Adapted from Government of Alberta, *Responding to Child Abuse: A Handbook* (Edmonton, AB: Government of Alberta, 1999), pp. 1, 5–8, 10.

Outcome W-8.7 (continued)

Connections

Ideas for preventing child abuse

Students can:

- create anti-violence and anti-abuse posters to put up in school
- organize peer support groups
- organize and participate in junior high Safe and Caring Schools assemblies with a focus on abuse awareness or prevention
- be aware of teen help lines and support services within the community.

Parents can:

- talk to teens about abuse and prevention
- listen to and believe teens who reveal abuse or suspected abuse
- refuse to accept abusive behaviour in the home from friends or family members
- attend related presentations at school with their children
- be aware of help lines and local support services available to teens
- report known incidents of abuse in the community.

Communities can:

- provide guest presentations on abuse through local RCMP, police services, mental health agencies, Red Cross
- facilitate anti-violence and anti-abuse presentations for schools and community
- organize public anti-violence forums with a guest panel from local community
- provide support groups and services through local mental health agencies
- organize and support volunteer help lines and crisis centres through local agencies.

GRADE

8 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–8.8 *The student will* identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossing lights.

Sample Learning Activities

Get ready
- Do a think–pair–share discussing an unsafe situation in the community that you experienced within the last year.

Explore and apply
- Brainstorm a list of potentially unsafe situations within five blocks of your school.
- Working with a partner, develop strategies for reducing these risks.

Extend and commit
- Choose one unsafe situation near your school and write a letter to the municipal or local government outlining your ideas for how to reduce this risk.

Sample Assessment Activities

- Identify three potentially unsafe situations near your home. Describe strategies you can use to reduce these risks.

Connections

Ideas for promoting and enhancing safety in the community

Students can:
- use assertiveness skills in refusing rides from people they do not know
- refuse to let strangers enter the home when they are alone
- talk to their parents about safety issues
- be aware of Block Parent symbols and where Block Parent houses are located in the immediate neighbourhood
- walk in groups in unfamiliar areas or after dark
- be aware of their surroundings when walking and be alert near parked cars and shrubbery
- carry change for an emergency phone call
- report suspicious activities or situations to proper authorities.

Parents can:
- acknowledge teens' feelings of fear
- give practical suggestions for staying safe in specific circumstances
- get to know teens' friends and their parents
- include friends in family activities
- point out Block Parent symbols when walking or driving in the neighbourhood
- set clear rules and consequences; monitor teens' whereabouts
- foster independence by adjusting boundaries and curfews as teens mature.

Outcome W-8.8 (continued)

Communities can:
- support Block Parent programs
- support Neighbourhood Watch programs
- support Rural Crime Watch programs
- encourage neighbours to take responsibility for monitoring youth behaviour in residential and business districts
- require professionals and caregivers working directly with teens to be aware of custody issues.

GRADE
8

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☑ Student Information
☐ Student Activity Master

W–8.9 *The student will* describe rights and responsibilities of employers and employees in relation to workplace safety.

Sample Learning Activities

Get ready

- Brainstorm a list of jobs (paid or volunteer) students may have or look forward to having in the future.
- Discuss what rights students have when it comes to workplace safety. What rights do employers have?
- Discuss responsibilities students have when it comes to workplace safety. What responsibilities do employers have?

Explore and apply

- Generate a list of questions regarding workplace safety that you could ask before starting a job.
- Role-play job interviews in which potential employees ask questions about job safety.

Extend and commit

- Survey newspapers over the past month to find stories and articles related to workplace safety. Identify current trends and issues.

Sample Assessment Activities

- Design a brochure or poster outlining teens' rights and responsibilities regarding workplace safety.

Teacher Background

For additional information

For more information on potential safety questions, see *Student information master 28: Workplace health and safety* on page B.37 in Appendix B.

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The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–8.10 *The student will* develop strategies to effectively access health information and health services in the community; e.g., health hot line, family doctor, public health unit.

Sample Learning Activities

Get ready

- Brainstorm sources of health information and services available to teens in the local area.
- Do an informal survey of the class to determine how many students know:
  - their doctor's name and the name and location of the clinic
  - the location of the nearest public health unit
  - where to go to get information on general health questions and concerns
  - teen information hot line numbers.

Explore and apply

- Generate a list of strategies for accessing health information and services.
- Discuss things students can do to ensure the information they get is correct and safe. For example, find out who is providing the information—a pharmaceutical company may have different goals than a local health unit.

Extend and commit

- Design a health information directory bulletin board for your school library or counselling area.

Sample Assessment Activities

- Choose a health issue you are interested in. Create a mind map showing all the different strategies you could use to find out more information on this topic.

GRADE
8 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–8.11 *The student will* identify and develop personal resiliency skills; e.g., planning skills, social competence.

Sample Learning Activities

Get ready
- As a class, review the definition and characteristics of **resiliency**. For example: resiliency is the ability to spring back or recover from a restrictive or difficult life situation.

Explore and apply
- Brainstorm a list of skills that can help a person lead a happy and satisfying life.
- Working with a partner, generate a list of opportunities you have to develop social competence skills through classroom work, special assignments and school activities.
- Discuss how the more resiliency characteristics a person has, the greater the potential for overcoming adversity.

Extend and commit
- Identify accomplished artists, writers and athletes who demonstrate strong personal resiliency skills.

Sample Assessment Activities

- Describe three ways you demonstrate personal resiliency skills in your life.
- Describe one personal resiliency skill that you would like to strengthen.

Teacher Background

Resiliency

"Resiliency is the ability to recognize our personal power—to see ourselves and our lives in new ways."
Patricia O'Gorman
AADAC

Resiliency is a process of balancing protective factors against risk factors. It is the gradual accumulation of emotional strength that gives people the ability to rise above difficult life circumstances.

Risk factors
- stress
- adversity
- disadvantages

Protective factors
- ability to cope
- availability of support

Resiliency researcher Bonnie Benard discovered that resilient individuals have social competence. They attract positive attention from others, are empathetic and caring, communicate well and can find humour in difficult situations.

Outcome W-8.11 (continued)

They have problem-solving skills. They can plan, think critically and creatively, and seek help when they need it.

They develop a critical consciousness which allows them to be aware of the problems in their family or society, and to know that they are not the cause of these troubles.

They have autonomy. They believe in their ability to influence events around them, and have a strong sense of their own identity, which does not waiver in the face of neglect or ridicule.

Resilient children have a sense of purpose and believe in a bright future. They have goals, educational aspirations, optimism and faith.

Resilient children use the abilities they have effectively. They can take advantage of opportunities that exist in their environment.

Resilient children tend to recruit support from friends, relatives, teachers and other elders. They join organizations like 4-H or the YMCA. They take advantage of educational opportunities at community colleges, churches and community service organizations.

Adapted from Deirdre Ah Shene, "Resiliency: A Vision of Hope," *Developments* 18, 7 (1999), pp. 2–3. Adapted with permission from the Alberta Alcohol and Drug Abuse Commission (AADAC).

We are all born with innate resiliency, with the capacity to develop the traits of resiliency. Resiliency is a capacity for self-righting, and for transformation and change.

Connections

Ideas for promoting and enhancing the development of personal resiliency skills

Students can:

- develop caring relationships with adult mentors
- organize peer support groups within the school
- be aware of local counselling services
- seek help from adults or support services when facing difficulties
- recognize that it's okay when things don't go their way
- recognize that individuals can have control over most of the circumstances in life that cause unhappiness
- develop autonomy by learning to depend on themselves
- recognize that attitudes, actions and values are what define them, and not their past
- set reasonable personal goals, work toward them and celebrate their achievements.

Outcome W-8.11 (continued)

Parents can:
- listen to their teens
- talk with their teens
- let their teens grow from their mistakes
- believe in their teens
- let their teens know that the world is a good place
- volunteer as mentors to teens in the school and community
- invite youth to join family outings and activities
- do something new together with their teens
- be aware that teens need meaningful relationships with at least three adults other than their parents
- help teens find trusted adults who share similar hobbies or interests
- connect with other families
- encourage teens to find adult-led programs of interest
- be aware of local support services for at-risk teens
- help teens recognize the relationship between positive attitudes and success.

Communities can:
- provide volunteer mentors through programs such as Big Sisters and Big Brothers
- facilitate youth–adult relationships through support of initiatives for teen recreation centres, coffee houses
- help teens organize drop-in centres through local agencies and chambers of commerce, and provide access to a variety of mentors
- organize annual neighbourhood block parties
- increase awareness of resiliency and the factors that promote resiliency in youth
- provide inservices for community coaches, mentors and group leaders which focus on promoting resiliency
- celebrate teen success within the community through local newspapers and newsletters.

GRADE
8

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

W–8.12 *The student will* ***identify and describe the responsibilities and consequences associated with involvement in a sexual relationship***.

Sample Learning Activities

Get ready

- Discuss ground rules for talking about sensitive topics in the classroom.

Explore and apply

- List and discuss the responsibilities of being involved in a sexual relationship.
- Watch and discuss one or more videos dealing with the responsibilities and consequences associated with involvement in a sexual relationship. See the list of authorized resources for video suggestions.

Extend and commit

- Discuss reasons why individuals may choose not to be involved in a sexual relationship at different points in their lives.

Sample Assessment Activities

- Describe three potential consequences of involvement in a teen sexual relationship.

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Please Note

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

☐ Teacher Background

☑ Home/School/ Community Connections

☑ Student Information

☐ Student Activity Master

W–8.13 *The student will* ***describe symptoms, effects, treatments and prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B/C, HIV***.

Sample Learning Activities

Get ready

- Discuss germ theory and develop a working definition of sexually transmitted diseases (STDs). For example, STDs are a group of diseases mainly transmitted through sexual contact, including intercourse and/or intimate contact with genitals, mouth and/or rectum. Some STDs are also transmitted through blood.
- Discuss why it is important to learn about STDs.

Explore and apply

- As a class, compile a list of reliable sources of information related to health issues and specifically STDs.
- Working with a partner, research a specific STD and develop a fact sheet that outlines:
  - causes
  - incubation period
  - symptoms
  - diagnosis
  - treatment and management
  - prevention strategies.
- Share fact sheets with the class.
- Review *Student information master 32: Sexually transmitted diseases* on pages B.43–B.45 in Appendix B. Use this information to add to student-generated fact sheets.

Extend and commit

- Discuss the social and emotional impact of STDs.

Sample Assessment Activities

- Write a paragraph describing at least three strategies for preventing sexually transmitted diseases.

Please Note Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

Outcome W-8.13 (continued)

Connections

Ideas for reducing and preventing the spread of sexually transmitted diseases (STDs)
Students can:
- commit to and practise abstinence in their relationships
- be aware of STDs and safer sex practices
- be aware of treatments and local health-care services available to teens.

Parents can:
- talk to teens about STDs and safer sex practices
- encourage and support abstinence by facilitating and supervising group dating activities.

Communities can:
- provide presentations by professional health-care workers through the local health unit
- provide confidential information and services to teens in the community.

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–8.14 *The student will* ***identify and describe basic types of contraceptives; e.g., abstinence, condom, birth control pills***.

Sample Learning Activities

Get ready

- As a class, discuss and define the word **contraceptives**.
- Brainstorm types of contraceptives.

Explore and apply

- Working with a partner, choose one method of contraception and identify:
  - how it works
  - main advantages
  - main disadvantages and precautions
  - estimated failure rates.
- Report findings to the class.
- Review *Student information master 33: Four common methods of birth control* on pages B.46–B.47 in Appendix B. Discuss the information.

Extend and commit

- Brainstorm typical excuses sexually active people might have for choosing not to use contraception. For example:
  - the belief that "it won't happen to them"
  - embarrassment in purchasing a contraceptive
  - the belief they are too young to get pregnant.

Sample Assessment Activities

- Complete the following statements to show your understanding of the basic types of contraceptives:
  - "Abstinence means …"
  - "A condom …"
  - "Birth control pills …"
  - "Contraception is important because …"

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Please Note

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

GRADE 8

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☑ Teacher Background
☑ Home/School/ Community Connections
☑ Student Information
☐ Student Activity Master

R–8.1 *The student will* describe characteristics of persistent negative feeling states; e.g., depression, mood disorders.

Sample Learning Activities

Get ready

- Create a triple T-chart of what depression looks, sounds and feels like.

Explore and apply

- Brainstorm a list of signs of depression. Check *Student information master 34: Depression* on pages B.48–B.49 in Appendix B. Add additional information to your brainstormed list.
- Discuss strategies for dealing with persistent negative feelings. Working with a partner, illustrate strategies on mini-posters and display them.

Extend and commit

- Compile a list of local agencies and professionals that assist people in dealing with stress, depression and mood disorders.

Sample Assessment Activities

- Design a tip sheet or brochure for recognizing and overcoming teen depression.

Teacher Background

For additional information

For more information on depression and suicidal feelings, see the Depression section of *Teaching Students with Emotional Disorders and/or Mental Illnesses* (Alberta Learning, 2000), Book 8 in the *Programming for Students with Special Needs* series. This teacher resource was a collaborative project between Alberta Mental Health Board, The Alberta Teachers' Association and Alberta Learning. The resource is available for purchase from the Learning Resources Centre.

Connections

Ideas for supporting teens who are struggling with depression

Students can:

- organize a peer support group in the school
- talk with trusted mentors and school counsellors about personal concerns
- be aware of school and community support and counselling services available
- be aware of teen help and crisis lines
- reduce the impact of depression through exercise and physical activity
- get involved in physical activity programs.

Outcome R-8.1 (continued)

Parents can:
- volunteer to be mentors within the school or community
- communicate openly about feelings with teens
- be aware that teens need to have their feelings acknowledged
- learn to listen in ways that encourage teens to discuss their personal concerns
- read and learn about depression
- encourage and reward growth and progress in teens' personal goals
- be aware of school and community support services.

Communities can:
- provide presentations for students by health-care professionals through local agencies
- support student initiatives for youth drop-in centres or recreation centres
- facilitate volunteer help lines or peer support services run by local teens under adult supervision
- support comprehensive suicide and depression programming and awareness.

GRADE
8

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☑ Student Information
- ☑ Student Activity Master

R–8.2 *The student will* describe signs associated with suicidal behaviour, and identify interventional strategies.

Sample Learning Activities

Get ready

- Generate a list of questions about suicide and suicide prevention.
- View an informational video or invite a local resource person in to speak on suicide prevention.

Explore and apply

- Discuss reasons why people contemplate or die by suicide.
- Working in pairs, complete *Student activity master 40: Facts and myths about suicide* on page C.41 in Appendix C. Discuss the answers in small groups or as a class.
- Review and discuss ideas contained in *Student information master 35: Suicide* on pages B.50–B.51 in Appendix B.
- Survey community agencies to find out about suicide prevention and intervention initiatives in your community.

Extend and commit

- Discuss your responsibilities, and the possible challenges posed, when someone you know tells you he or she is considering suicide.
- Research suicide statistics for your community. Compare with other communities in the province and across Canada. Are there any significant patterns?

Sample Assessment Activities

- Design a brochure outlining what a person can do to cope with suicidal feelings and how someone can support a person who is thinking about suicide.

AAC ...
Everyday assessment tools for teachers

- To download the teacher-developed assessment activity *I Never Knew Your Name*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 8: *I Never Knew.*
  [This assessment task can also be used with specific outcome R–8.5.]

Teacher Background

Talking about suicide

Discussing suicide with young people is difficult. Teachers need to balance being understanding, empathetic and nonjudgemental, while also helping youth understand suicide is not a solution to dealing with pain. We need to decrease the stigma associated with talking about suicide while avoiding creating approval for suicide.

Outcome R-8.2 (continued)

Choose your language carefully. Avoid the use of the phrase "commit suicide" as suicide is no longer a crime. An alternative, and more realistic term is "die by suicide." We do not want to imply suicide is success so avoid phrases such as "succeed in killing themselves" or "successful suicide."

Teachers must be prepared for the possible emotional effects of discussing this topic. You cannot know ahead of time which students might have been affected by suicide or thinking about suicide before the discussion in class. Be aware of the emotions the students experience as they are sharing. This will give you an opportunity to identify students who may be upset and may need extra support outside of class. If any students in the class have recently attempted suicide or have experienced a loss, they should be offered the opportunity to work elsewhere during these class activities. Whether they choose to participate or opt out, you want to have someone work with them or be nearby, in case the topic generates anxiety and they need support.

Teachers are often privy to information about their students and have opportunities to use their existing rapport with students to ask questions about suicidal thoughts. Teachers can serve as a link to resources that students may benefit from. We all need to work to decrease the stigma of seeking help and model good self-care and wellness. Students need access to information on local agencies and professionals where they can go if they need more help.

Background information courtesy of Alberta Mental Health Board, Suicide Prevention Program.

Frequently asked questions about suicide

1. *Why do people choose to die by suicide?*
   People who die by suicide have intense feelings of helplessness and hopelessness, and don't see any other way out. They are often ambivalent about dying and approximately 80 percent may be suffering from depression or other mental illnesses.
2. *Is it true that people attempt suicide as a cry for help?*
   The suicide attempt is often a conscious or unconscious method of getting others to recognize just how badly the individual is feeling.
3. *Do people ever attempt suicide to get attention or to get others to feel sorry for them?*
   Anyone who attempts suicide in order to get attention desperately needs attention. It is tragic when young people feel they need to bargain with their lives in order to have their problems taken seriously.
4. *Is it true that people who attempt to kill themselves really don't want to die?*
   Most people who kill themselves are ambivalent about whether to live or die right up to the moment of death. They want to live and die at the same time.
5. *Will a person who is deeply depressed always become suicidal?*
   While it is true that suicidal feelings often develop in a person who is deeply depressed, the fact that one is depressed does not mean that a person will become suicidal.
6. *Does taking drugs or alcohol increase one's chances of becoming suicidal?*
   Taking drugs or alcohol in excess can exaggerate painful feelings to a point where the feelings are intolerable. In that state, a person might attempt suicide who otherwise would not go that far.

7. *If someone in the family has died by suicide, are others in the family more likely to die by suicide when they have problems?*
   If someone in the family has died by suicide, other family members may be more likely to contemplate suicide because that behaviour has been modelled for them.
8. *How can one help a person who is suicidal?*
   A person who believes that life is too painful is usually feeling worthless and unloved. Showing such individuals some real caring by listening and accepting feelings, staying close and getting others to be supportive can really help individuals feel life may be worth living. Seek the help of a trusted adult.
9. *How does talking about suicide help prevent it?*
   Talking about suicide diffuses some of the intensity of these feelings. It helps the person get connected to the help that is needed. It creates a climate of caring and breaks through the loneliness the person is experiencing.
10. *Do more men or women make attempts on their lives?*
    Although many more women than men make attempts on their lives, more men actually die by suicide. This is due to the fact that men usually use more lethal methods, such as guns. Women are more likely to use pills.
11. *Is there a time of year when suicide is more common?*
    - Suicide is more common in spring and fall.
    - Suicide can occur in clusters within the local area. An imitative or copycat effect is possible for persons at risk who have similar stresses and are the same age, sex or race.
    - Suicide rates tend to drop prior to major holidays, including Christmas, but often increase afterwards.
12. *Is there a connection between suicide and alcohol?*
    Recent research indicates that a large percentage of people who die by suicide are legally drunk at the time.

Factors that influence suicidal behaviour

In order to develop suicide prevention approaches, we need to consider what we know about factors that influence suicidal behaviour. The suicide prevention literature typically describes four types of factors to consider:

- **Predisposing factors** set the stage for a vulnerability to suicide and are typically historical in nature (e.g., family history of suicide).
- **Contributing factors** act to increase the exposure of individuals to other predisposing or precipitating conditions (e.g., substance abuse within the family). These may be historical or sudden in nature.
- **Precipitating factors** act as a trigger for predisposed persons and are often acute or sudden in nature (e.g., sudden loss or failure).
- **Protective factors** describe those conditions which act to lessen the risk for suicide (e.g., availability of at least one significant adult who can provide warmth, care and understanding).

The risk for suicide is increased by predisposing, contributing and precipitating factors. The protective factors serve to decrease the risk for suicide. Refer to the table on the next page for examples of factors across various levels.

Outcome R-8.2 (continued)

Factors that influence suicidal behaviour

	PREDISPOSING FACTORS	CONTRIBUTING FACTORS	PRECIPITATING FACTORS	PROTECTIVE FACTORS
Individual	• Previous history of an attempt • Depression/psychiatric disorder • Prolonged or unresolved grief	• Rigid cognitive style • Poor coping skills • Substance abuse • Sexual orientation issues • Impulsivity • Hypersensitivity	• Personal failure • Humiliation • Individual trauma • Developmental crisis	• Easy temperament • Creative problem solving • Personal autonomy • Previous experience with self-mastery • Optimistic outlook • Sense of humour
Family	• Family history of suicidal behaviour/completed suicide • Family violence/abuse • Family history of psychiatric disorder • Early childhood loss/separation	• Substance abuse within family • Family instability • Ongoing conflict	• Loss of significant family member • Death, especially by suicide	• Family relationships characterized by warmth and belonging • Adults modelling healthy adjustment • High and realistic expectations
Peers	• Social isolation and alienation	• Negative youth attitudes towards seeking adult assistance • Peer modelling of maladaptive behaviours	• Teasing/cruelty • Interpersonal loss • Rejection • Death, especially by suicide	• Social competence • Healthy peer modelling • Acceptance and support
School	• Longstanding history of a negative school experience • Lack of meaningful connection to school	• Disruption during key transitional periods at school • Reluctance/uncertainty about how to help among school staff	• Failure • Expulsion • Disciplinary crisis	• Presence of adults who believe in them • Parent involvement • Encouragement of participation
Community	• Community "legacy" of suicides • Community marginalization • Political disempowerment	• Sensational media portrayal of suicide • Access to firearms or other lethal methods • Reluctance/uncertainty about how to help among key gatekeepers • Inaccessible community resources • Economic deprivation	• High profile/celebrity death, especially by suicide • Conflict with the law/incarceration	• Opportunities for participation • Evidence of hope for the future • Community self-determination and solidarity • Availability of resources

From Jennifer White, *Youth Suicide Prevention: A Framework for British Columbia* (Vancouver, BC: Mental Health Evaluation and Community Consultation Unit (MHECCU)–Suicide Prevention, The University of British Columbia, 1998), p. 8. Used with permission from MHECCU.

Facts and myths about suicide

Consider the following information when discussing *Student activity master 40: Facts and myths about suicide*.

1. MYTH Many people who attempt suicide tell someone, directly or indirectly. All statements or threats must be taken seriously.
2. MYTH Suicide crosses all socio-economic strata.
3. MYTH Through behaviour changes, direct statements or nonverbal clues, most people give some warning of potential suicide.
4. MYTH In fact, a dangerous myth. Sometimes this may be the only way to determine the seriousness of the person or to confirm your suspicions. As well, it indicates your willingness to discuss suicide and to help the person seek help.
5. MYTH Motives for suicide are as varied as the people who are involved.
6. MYTH Nothing could be further from the truth. Perhaps as many as 80 percent of completed suicides occurred after previous attempts. This is especially true for young people.
7. MYTH Those considering suicide are usually ambivalent about death. Most simply want to escape an intolerable situation and often change their minds about suicide in a very short period of time.
8. FACT Suicide and drug or alcohol abuse often go together. Alcoholics are at much higher risk than the average population and drugs or alcohol are often used just prior to an attempt. Frequently people will do something (take risks, attempt suicide, drive carelessly) under the influence of drugs or alcohol that they might not do otherwise.
9. MYTH The improvement may just indicate that the person has made a decision to end his or her life, and may temporarily feel better after making the decision.
10. FACT However, the ratio varies from age group to age group, and males are, on average, three times more likely to complete suicide.
11. FACT Loss, especially loss of a relationship, may be one of the most significant factors preceding the suicide of an adolescent. Other types of loss, such as loss of a job, are also important factors.
12. FACT Lack of hope for the future, for example, is an important clue.
13. MYTH This is one secret you cannot keep. You may lose the friendship temporarily, but may save your friend's life.

From Special Educational Services, Alberta Education, *Suicide Prevention and Coping: A Manual for Teachers, Counsellors and Administrators* (Edmonton, AB: Alberta Education, 1987), p. 3.

For additional information

For more information on depression and suicidal feelings, see the Depression section of *Teaching Students with Emotional Disorders and/or Mental Illnesses* (Alberta Learning, 2000), Book 8 in the *Programming for Students with Special Needs* series. This teacher resource was a collaborative project between Alberta Mental Health Board, The Alberta Teachers' Association and Alberta Learning. The resource is available for purchase from the Learning Resources Centre.

Outcome R-8.2 (continued)

Connections

Ideas for promoting suicide prevention

Students can:

- seek out help from local counselling services
- engage in meaningful relationships with their parents, mentors, teachers or school counsellors
- participate in the Yellow Ribbon campaign as part of a comprehensive suicide prevention program
- be aware of crisis lines and local support services for self or others
- recognize that asking for help is acceptable.

Parents can:

- volunteer as mentors to teens in the school and community
- talk to teens about suicide
- maintain open communication with teens
- be aware of help lines and local support services available for teens and families.

Communities can:

- support programs, such as Big Sisters and Big Brothers, that use volunteer mentors
- support youth initiatives for teen drop-in centres, coffee houses or recreation centres
- provide presentations by health-care professionals through related agencies
- support and facilitate volunteer crisis lines
- ensure that community efforts focus on prevention of suicide
- promote mental health through workshops for stress management, communication strategies, relationship building, asset building.

GRADE
8

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–8.3 *The student will* evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours.

Sample Learning Activities

Get ready

- Brainstorm ideas about what risks are and how they can create stress.
- Is there such a thing as a **smart risk**? Discuss.
- Brainstorm potential causes of stress for the typical Grade 8 student.

Explore and apply

- Discuss ways in which risks can be managed. For example:
  - choose your risks
  - set limits for risks
  - choose positive risks that will increase your confidence.
- Discuss strategies for managing stress. For example: following a schedule, setting goals and prioritizing, balancing recreation and work, getting adequate exercise and sleep.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Brainstorm potential effects of not managing the stress in your life.

Sample Assessment Activities

- Describe three kinds of risks you can manage so your stress is reduced. Explain how this kind of risk management could reduce stress.

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GRADE
8

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–8.4 *The student will* analyze the effects of self-concept on personal communication.

Sample Learning Activities

Get ready

- As a class, define and discuss **self-concept** and **personal communication**.
- Brainstorm examples of personal communication. For example: how you talk with family members, how you respond to teachers, how you communicate with friends.

Explore and apply

- Work in small groups to complete the following chart.

If you don't value yourself much, your communication is characterized by:	If you value yourself more than others, your communication is characterized by:	If you value yourself and others, your communication is characterized by:

- Share findings with other groups and compile a class chart. Discuss.
- Generate scenarios of typical communication situations and role-play how communication looks between people who value themselves and others.

Extend and commit

- Share examples of personal communication styles of people you admire. Discuss how what they choose to say and how they choose to communicate says about how these people feel about themselves and others.

Sample Assessment Activities

- Complete the following sentences:
  - "When I'm feeling confident, my communication with others tends to …"
  - "When I'm feeling respected, my communication with others tends to …"
  - "When I'm feeling unsure of myself, my communication with others …"

GRADE 8

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–8.5 *The student will* develop strategies for maintaining healthy relationships.

Sample Learning Activities

Get ready

- With a partner, complete a triple T-chart of what a healthy relationship looks, sounds and feels like.

Explore and apply

- Brainstorm a list of strategies for maintaining healthy relationships. Code the strategies "A" for actions, "W" for words and "T" for thoughts.
- Think of important relationships in your life. Write a journal entry describing things you do or say to maintain these healthy relationships.

Extend and commit

- Identify three new strategies you'd like to use to maintain healthy relationships in your life.

Sample Assessment Activities

- Make a Top ten list of strategies you can use to maintain healthy relationships in your life.

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Everyday assessment tools for teachers

- To download the teacher-developed assessment activity *I Never Knew Your Name*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 8: *I Never Knew*.

[This assessment task can also be used with specific outcome R–8.2.]

GRADE
8

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–8.6 *The student will* describe and provide examples of ethical behaviour in relationships; e.g., integrity.

Sample Learning Activities

Get ready
- List character virtues that ethical people demonstrate. For example: assertiveness, caring, commitment, confidence, consideration, courage, courtesy, determination, diligence, excellence, flexibility. Discuss the meaning of each and share examples of behaviours which demonstrate these virtues.

Explore and apply
- Choose a word that describes or summarizes ethical behaviour and develop a T-chart of what this quality looks, sounds and feels like. Share it with the class.
- With a partner, develop a role-play that demonstrates ethical behaviour in a relationship. Ask the audience to identify what ethical qualities and behaviours were demonstrated.

Extend and commit
- Discuss specific ways in which ethical principles can assist individuals in making different kinds of decisions ranging from choosing an outfit, to deciding on a career or choosing a marriage partner.

Sample Assessment Activities

- Describe three ways you demonstrate integrity in your relationships with others.

Teacher Background

Ethical behaviour

Ethics is the study of standards of conduct and moral judgement. Ethical principles guide everyday conduct and decision making, and form the basis for personal standards.
Integrity is best defined in terms of action: practise what you preach; do what you said you would do; live in accordance to your beliefs; keep promises; do what you know is right. Integrity is the opposite of hypocrisy.
Hypocrisy is when a person says one thing and then does another.
Justice is the fair treatment of others.

How students can apply ethics
- Admit mistakes.
- Follow school and classroom rules.
- Choose to do good to others.
- Apply ethical principles in class meetings.
- Apply ethical principles to fair play in team sports and activities.
- Accept the consequences of their own actions.

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Outcome R-8.6 (continued)

How teachers can model and reinforce ethical principles

- Admit mistakes.
- Model fair and ethical treatment of all students.
- Provide correction in a way that maintains students' dignity, including giving correction privately, dealing with behaviour rather than personality, and maintaining a calm, fair and nonjudgemental attitude.
- Adhere to school and classroom rules.
- Include ethical principles when discussing reasons for choices or decisions.
- Provide consistent and logical consequences for negative behaviours.
- Point out character virtues in students, such as "That showed a lot of kindness" or "You showed integrity in your decision to walk away from that conflict."

GRADE
8

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–8.7 *The student will* develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts.

Sample Learning Activities

Get ready
- List examples of typical conflicts Grade 8 students might have with peers, siblings, parents and teachers.

Explore and apply
- Identify the things you do and say to keep the peace and prevent situations from getting worse.
- Generate several scenarios in which two or more people are in conflict. Role-play the situations, using strategies to maintain calm.
- Evaluate the successful strategies used in the role-plays. Discuss what the successful strategies have in common. For example: mutual respect, willingness to listen, looking for common ground, attempting to see others' perspectives, avoiding blame, neutral body language, calm quiet tone.

Extend and commit
- Research a current conflict in local or world politics and discuss how finding common ground could help resolve this conflict.

Sample Assessment Activities

- Write an advice column for teens on "How to keep peace in your relationships at home and school."

GRADE
8

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–8.8

The student will describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team.

Sample Learning Activities

Get ready

- As a class, discuss and define **conformity** and **dissent**. For example: to conform is to act or behave like everyone else; to dissent is to think differently or disagree with others.

Explore and apply

- In small groups, list situations in which conformity is a positive thing and situations in which conformity is a negative thing.
- Do the same activity with the concept of dissent.
- Discuss the concept of the silent majority. Generate a list of situations in which the silent majority reinforces a behaviour or a certain way of doing things.

Extend and commit

- Research a historical event in which dissent made a positive social change possible.
- List examples of situations in which conformity promotes a harmonious, safe environment.

Sample Assessment Activities

- Draw four cartoon panels, illustrating the following concepts:
  - conformity as a positive force
  - conformity as a negative force
  - dissent as a positive force
  - dissent as a negative force.
- Write a paragraph describing what you learned about conformity and dissent that could help you relate more positively with others.

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GRADE **8**

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–8.9 *The student will* describe the characteristics of, and demonstrate skills of, an effective leader and group member.

Sample Learning Activities

Get ready

- Discuss and define **leadership**.
- Brainstorm words that describe a good leader.
- Working with a partner, think of a skill or concept to teach the other person in three minutes or less, such as counting to 10 in another language, a dance step or how to whistle with your fingers. After partners have taught each other, discuss the skills used to teach the new concept. Consider skills such as organizing thoughts, communicating clear messages, providing opportunities for practice and giving constructive feedback.

Adapted from *Risk Watch®—Grades 7 and 8, Lesson 3: Choking, Suffocation and Strangulation Prevention* (Quincy, MA: National Fire Protection Association, 1998). The name and image of Risk Watch® are registered trademarks of the National Fire Protection Association, Quincy, MA 02269.

Explore and apply

- As a class, complete a triple T-chart showing what an effective leader looks, sounds and thinks like.
- Research leaders that you admire. Describe their leadership style and skills. Share your findings with the class.
- Do a Venn diagram comparing and contrasting the leadership styles and skills of two different leaders.
- With a partner, discuss what kind of leader you would like to be. List five skills you will need to develop to be a good leader.
- Write a job ad for a leader and include a description of the skills required.
- Discuss different styles of leadership and how different styles work best for different groups in different situations. Think about what kind of leader you enjoy working with and what style you feel is most effective at helping others reach their goals.
- Discuss the importance of contributing to the group, whether or not you are a leader. Brainstorm the different ways people can contribute to a group.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Cooperation

Extend and commit

- Research leadership training opportunities in your community.
- Discuss whether or not all students need access to leadership training.

Outcome R-8.9 (continued)

Sample Assessment Activities

- Describe an opportunity you had to be a leader. Describe the kind of leadership style and skills you used. What are some additional leadership skills you would like to develop?
- Write a thank-you letter to a person who helped you reach a goal and whom you consider to be a leader. Describe what this person did and said that made him or her an effective leader. What did you learn from that person?
- Describe an opportunity you had to be a team member. Describe what skills you used to be an effective team member.

Teacher Background

Leadership skills

Students need many opportunities to develop their leadership and group membership skills. Encourage students to articulate qualities of a good leader so they can better analyze leadership behaviour they see and be better able to develop these qualities themselves. The "Getting Into Character" section of the *Risk Watch® Safety Program* (Grades 7–8) offers the following description of effective leaders.

Effective leaders:

- lead from the future
- communicate a clear vision and purpose
- persevere with strong passion
- act with courage, commitment and integrity
- empower followers
- engage conflict and controversy
- set out feedback and criticism
- keep commitments
- hold themselves accountable
- respect the dignity of others.

Adapted from *Risk Watch®–Grades 7 and 8, Getting Into Character* (Quincy, MA: National Fire Protection Association, 1998). Adapted with permission of NFPA. The name and image of Risk Watch® are registered trademarks of the National Fire Protection Association, Quincy, MA 02269.

Connections

Ideas for encouraging and enhancing student leadership

Students can:

- attend leadership conferences
- apply skills learned at conferences to the local school and community
- become involved in local government through youth councils and summits
- organize a peer education project—training student leaders and running the project within the school
- participate in a students' union or equivalent
- plan and participate in school-based activities, such as pep rallies, tournaments and fun days
- plan and participate in community-based activities for teens, younger children or families.

Outcome R-8.9 (continued)

Parents can:
- assist and provide supervision for student-run activities
- model leadership in the home and community
- note leadership abilities in students
- accompany students on leadership conferences or retreats
- assume leadership roles in church youth groups, sports teams, youth clubs.

Communities can:
- provide opportunities for local youth to be involved in community government and planning
- provide opportunities for volunteerism
- sponsor youth leadership conferences or retreats
- provide feedback for student leadership
- recognize student leaders through local media.

GRADE
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Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–8.1

The student will determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest.

Sample
Learning
Activities

Get ready

- Define the word **balance**. Discuss how you know if your life is not in balance. What are some clues?
- Use magazine pictures and your own illustrations to create a collage "How I create balance in my life."

Explore and apply

- Brainstorm a list of time-management strategies Grade 8 students can use to complete major school projects.
- Choose one time-management strategy that you would like to learn more about. Set a goal to use that strategy for a one-month period. Develop an action plan to achieve the goal and a self-monitoring system to track progress.

Extend and commit

- Interview one or two adults and find out strategies they use to maintain balance in their lives.

Sample
Assessment
Activities

- Create a mind map illustrating how you manage your use of time and energy in family, school, leisure and volunteer activities.

GRADE
8

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–8.2 *The student will* examine learning priorities, and implement a learning plan.

Sample **Learning** Activities

Get ready
- Discuss the importance of goal setting for learning activities both in and out of school.

Explore and apply
- Develop three to five goals for a specific time period within the school year.
- Examine your academic goals and arrange them in order of priority from most important to least important.
- Discuss strategies for achieving these goals.

Extend and commit
- Create a mind map of the goals you want to accomplish over the next two years.
- Using the mind map as a starting point, create a learning plan for yourself. At the completion of the plan, evaluate your performance and the effectiveness of your plan. Did you achieve your goals? What strategies worked well? What needs to be changed? How will you make changes or improvements to your next learning plan?

Sample **Assessment** Activities

- List three learning priorities you have this year and outline what you will do to ensure you are successful in these priorities.

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GRADE
8

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/Community Connections
☐ Student Information
☐ Student Activity Master

L–8.3 *The student will* identify components of ethical decision making, and apply these concepts to personal decision making.

Sample Learning Activities

Get ready

- Review the definition of **ethics** and generate examples of ethical issues and ethical implications in the decision-making process. For example: ethics are the rules of right and wrong that form a system of behaviour. They form the basis for personal values that people develop throughout their lives.

Explore and apply

- In small groups, brainstorm examples of ethical choices that a typical Grade 8 student might face.
- Role-play possible solutions to ethical dilemmas, such as the following.
  - *Another student tells you about a Web site that is posting the questions from this year's final exam a week before the exam takes place.*
  - *You have just bought a skateboard from a student in another class for a really good price. The next day you hear a rumour that it was stolen merchandise.*
  - *Your parents have assured you that you can phone home from a party if you need a ride but you know they do not want you to attend social gatherings where alcohol is served to underage teens. The friend who drove you has had three beers at the party. Should you phone home for a ride? If your parents find out there was drinking at this party, they will ground you and they may call the parents of other kids at the party.*

Extend and commit

- Discuss favourite movies and novels in which the characters face major ethical decisions.
- Choose a current issue in the news and discuss the ethical implications for each of the people involved.

Sample Assessment Activities

- Imagine you have to make a personal decision about whether or not to tell your parents that your older sister is planning a big party when they go out of town for the weekend. Describe the ethical issues you have to face as you decide how to handle this situation.

GRADE
8
Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

L–8.4 *The student will* begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills.

Sample Learning Activities

Get ready

- As a class, define these work-related terms:
  - **career** (a way of making a living, an occupation or profession)
  - **vocation** (a strong feeling of dedication for a particular career or occupation)
  - **avocation** (a secondary activity undertaken in addition to one's main work)
  - **job** (a paid position of employment).
- Discuss the difference between a career and a job.

Explore and apply

- In small groups, generate a list of factors which influence a person's choice of occupation. For example:
  - skills
  - talents
  - interests
  - education.
- Make a list of people and places for researching career and occupational choices.
- Collect current job ads from newspapers and trade magazines that reflect job opportunities locally, provincially, nationally and globally.
- Design a mind map to illustrate a potential career path that would meet your goals, skills and values.
- Design a second mind map to illustrate a career cluster related to your career path map.
- Research this occupational cluster and present your findings to the class.

Extend and commit

- Identify 10 careers that did NOT exist 10 years ago.

Sample Assessment Activities

- Describe one career path that interests you and outline the goals you might set over the next few years in order to make that career a reality.
- Relate your own personal interests and skills to this career choice.

GRADE
8

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–8.5 *The student will* update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths.

Sample Learning Activities

Get ready
- Discuss reasons to build a personal skills and interests portfolio.

Explore and apply
- Design a system for collecting material and organizing a portfolio. A three-ring binder with tabs to divide each section is one economical choice.
- Design a system for reviewing a portfolio. Include criteria for selecting material to add and choosing material to take out or replace.

Extend and commit
- Research the skills most in demand in the current market. How does this affect the contents of your portfolio?

Sample Assessment Activities

- List the five most important things you plan to put in your personal portfolio. Why do you believe they are important? What do they show evidence of?

Teacher Background

For additional information

For more information on developing personal portfolios, see pages 76–80 and 124–126 of this guide.

GRADE
8

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☑ Teacher Background
☑ Home/School/Community Connections
☑ Student Information
☐ Student Activity Master

L–8.6 *The student will* investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media.

Sample Learning Activities

Get ready

- As a class, discuss and define the terms:
  - **personal support network**
  - **mentor**
  - **career path**
  - **occupational cluster**.
- Brainstorm strategies for obtaining career information.

Explore and apply

- As a class, select a career cluster and research it in small groups, each group using a different source and method. Share information with the class—including where and how the information was identified.
- Analyze the class results to determine which research methods were most or least effective, as well as what obstacles were encountered in the research process.
- Review *Student information master 36: Career information interviews* on page B.52 in Appendix B.

Extend and commit

- Using what you learned from your class research experience, conduct research on your own career cluster of interest. Summarize your findings in a report.

Sample Assessment Activities

- Create a mind map of a plan for investigating career information.

Teacher Background

The career information interview

Information interviews may be conducted for many purposes. Students may wish to interview people to establish connections or gather specific information in a field of interest.

The student has to decide whom to interview, create a list of questions, contact the person and conduct the interview. The student asks questions. Interviews are a good way to become familiar with workplaces and people the student may see in future job interviews or within the local business community.

Outcome L-8.6 (continued)

For more information

- Contact the Career Information Hotline, 1–800–661–3753.
- Look up community agencies in local business directories.
- Visit career planning centres at local universities, colleges, agencies and technical schools.

Connections

Ideas for promoting and sharing career information for teens

Students can:

- enroll in option courses related to future interests or courses that provide potential career-related skills and knowledge
- ask parents, relatives, neighbours or community service providers about their careers
- participate in volunteer jobs within the school and community
- participate in job shadowing within the community
- invite members of the local community to speak at school
- organize and participate in a school-based career day
- attend open houses at nearby colleges, universities and technical institutes
- note the variety of careers and services connected to daily living
- read local and regional newspapers to be aware of employment trends and issues.

Parents can:

- encourage teens to pursue opportunities to develop their skills
- talk with teens about their own career training and choices
- talk with teens about their interests and dreams for the future
- support teens' interest in skill-building activities
- help teens recognize that change is constant, learning is ongoing, and that learning takes place both in and out of the classroom
- encourage teens to follow their interests and dreams
- help teens recognize that all decisions are career decisions, directly or indirectly; that all decisions involve multiple levels and that there are no right decisions in the career-planning process.

Communities can:

- provide volunteer opportunities for teens within local businesses
- provide opportunities for teen job shadowing
- provide career-related presentations in schools by local trades professionals, coaches or entrepreneurs
- organize a local career fair for students and their parents
- host student tour groups in community businesses, plants or factories.

GRADE 8

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☑ Student Activity Master

L–8.7 *The student will* relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community.

Sample **Learning** Activities

Get ready

- In small groups, generate a list of volunteer opportunities available in the home, school and community.
- For each opportunity, identify knowledge, skills and attitudes you could bring to the volunteer experience.
- Contact local volunteer organizations and find out what knowledge, skills and attitudes they want from their volunteers.

Explore and apply

- Interview family and friends about their volunteer experiences. Ask them about what they do, why they do it and how they got involved.
- Contact volunteer centres in your community and discuss volunteer opportunities. Most volunteer centres operate like employment agencies, matching needs with people willing to help meet needs. Job descriptions are available outlining specific duties, along with the skills and time required.
- Complete *Student activity master 41: Your skills and volunteering* on page C.42 in Appendix C. Discuss the results with a partner.
- Contact service clubs and groups that contribute to the community. Interview a representative and create a list of projects these groups are involved in.

Extend and commit

- Collect stories, photographs, advertisements and announcements from your local newspaper, radio or television stations about volunteer opportunities and volunteer accomplishments in your community.
- Search Web sites of large nonprofit and charitable organizations for volunteer information.
- Do a Web search using words like **volunteer**, **nonprofit**, **not for profit**.

Sample **Assessment** Activities

- Describe one volunteer activity you would like to participate in. List the personal knowledge and skills that you could bring to that activity. Explain why you think this is a worthwhile volunteer activity. How does it benefit the community? How could you benefit from this type of experience?

GRADE
8

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–8.8 *The student will* investigate the characteristics of a mentor, and practise mentorship in a group setting.

Sample Learning Activities

Get ready

- Review the term **mentor**. For example: an experienced and trusted advisor or guide.
- Brainstorm a list of ways people can act as mentors to others.

Explore and apply

- Discuss possible ways for Grade 8 students to act as mentors in a group.
- Create a list of strategies for developing caring relationships with younger children.

Extend and commit

- Choose an activity or project, such as paired reading or teaching computer skills, and volunteer to work in an elementary class in your school or neighbourhood for a specific activity during a specific time frame. At the end of the specified time, write a summary of your mentoring experience. Use the following questions to analyze your learning.
  - Who did you work with and what did your tasks include?
  - What did you do to develop a good relationship with your younger buddy?
  - What did your buddy learn from you?
  - What did you learn from your buddy?
  - What difficulties did you have?
  - What can you take from this experience into your next mentoring opportunity?

Sample Assessment Activities

- Describe a situation in which you were a mentor to another person. Describe at least three things you said or did to positively influence that person.

Connections

Ideas for promoting and supporting mentoring relationships

Students can:

- volunteer to be mentors to younger students in the school
- work with adult mentors from school staff or the community
- organize or attend student mentorship conferences or retreats
- plan student activities in cross-graded groups within the school
- participate in peer education projects to make presentations to younger students within their own and other schools
- recognize that they are mentors within their own families.

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Outcome L-8.8 (continued)

Parents can:

- volunteer to be mentors through agencies such as Big Brothers and Big Sisters or school-based mentorship programs
- look for opportunities to share skills, talents or encouragement with other people who have similar interests or abilities
- offer to speak to students about mentorship in schools
- volunteer to be youth career mentors
- encourage students to spend time with adults they respect and admire
- volunteer to teach or lead group activities related to their own abilities or talents
- accompany students on educational field trips as interested chaperones
- volunteer to coach sports or academic teams within the school.

Communities can:

- support community agencies, such as Big Sisters or Big Brothers, that use volunteer mentors
- provide volunteer opportunities in specific placements for students with particular interests or abilities
- organize or host mentorship conferences for adults and teens
- support student business and recreation initiatives.

GRADE 9

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–9.1 *The student will* use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement.

Sample **Learning** Activities

Get ready

- Brainstorm a list of the characteristics of a healthy, active lifestyle.

Explore and apply

- Discuss obstacles to maintaining an active lifestyle.
- In small groups, generate creative ways for getting people involved in a healthy, active lifestyle.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.

Extend and commit

- Imagine that your local town or city council is looking for new ideas for promoting a healthy, active lifestyle. There is a prize for the best plan submitted and the winning plan will be implemented by local government with help from the winning student. Write a project proposal, including a project name, goals, suggestions for promoting the project, ideas for getting people involved and criteria for evaluating the project when it is finished. Include graphics, statistics and any other information you believe will convince the judges that your project is best.

Sample **Assessment** Activities

- Describe three practical strategies you can use to encourage each member of your family to become more physically active.

GRADE
9

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–9.2 *The student will* analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture.

Sample Learning Activities

Get ready

- Brainstorm a list of health treatments available in the community.

Explore and apply

- Choose five or six common health problems and research various treatments available through different health practices. Share your findings with the class.
- Develop a set of criteria for analyzing health information. Use this criteria to discuss the various treatments researched.

Extend and commit

- Collect recent news articles about alternative medical treatments. What are some of the ethical dilemmas these choices create?
- Organize a debate on the issue of whether or not our health-care system should pay the cost of alternative medical treatments.

Sample Assessment Activities

- Devise a list of 10 critical questions to ask as you are researching information on a particular health practice, condition or disease.

Teacher Background

Alternative health practices and treatments

Mind-body therapies focus on the emotional and psychological aspects of a patient's health. Research based on patients with breast cancer indicated that patients who cope well with stress live longer than those who have difficulty managing stress. Examples of mind-body therapies include hypnosis, breathing techniques, dance, music, art, poetry, prayer and meditation.

Acupuncture: Fine needles are inserted into the skin to stimulate the body's energy. Acupuncture has been used for thousands of years in China for a wide array of health problems. In North America, it is recognized for the treatment of nausea and pain caused by chemotherapy, and as an adjunct therapy for headaches, tennis elbow, menstrual cramps and low-back pain.

Homeopathy: This therapy is based on treating patients with small doses of medicine that produce the same symptoms as the patient's illness. Supporters believe that diluted extracts from herbs, minerals or animal substances can be effective remedies for illness and disease.

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Naturopathy: Supporters of this therapy believe that disease is an alteration of processes that can be healed naturally through diet, herbal remedies, exercise, homeopathy, massage, spinal and soft tissue manipulation, hydrotherapy (using water to promote healing), counselling, light therapy and other techniques.

Aromatherapy: This therapy, originally used in ancient Egypt and India, has become increasingly common in the Western world. Aromatherapy uses essential oils to treat physical and emotional problems. The oils may be inhaled or applied during massage. Common oils used in aromatherapy include eucalyptus, lavender, rosemary and thyme.

Biological therapies: This category of therapies involves the use of vitamins, minerals or herbal supplements. Many drugs we use today are derived from plants.

Adapted with permission from Imaginis Corporation, "Alternative/Complementary Medicine," *Breast Health*, November 16, 2000, www.imaginis.com/breasthealth/alternative.asp (April 30, 2001).

GRADE
9

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–9.3

The student will ***apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk***.

Sample **Learning** Activities

Get ready

- Growing up is not a neat and tidy experience. Teens will experience differing rates of physical, emotional, sexual and social development. Discuss what happens when one kind of development occurs faster or slower than another. For example, a 13-year-old boy could be almost six feet tall but still be interested in the same social activities he enjoyed when he was 11 or 12 years old.
- Discuss the challenges faced by teens who experience rates of growth different from their peers.

Explore and apply

- In small groups, discuss strategies for coping with the challenges identified as a class.
- Share ideas with the class and make a list on the board. For example:
  - positive self-talk
  - accepting that it is okay to be different
  - remembering to maintain individuality in a group
  - attending peer support groups within the school
  - getting health information from reliable sources.

Extend and commit

- Reflect on the challenges you are facing related to growing up. For example, you might feel that friends are more or less mature, or you might feel self-conscious about your rate of growth. How do you cope with these challenges? If you are experiencing negative feelings or consequences because of these challenges, are there strategies you can apply to improve your sense of self-worth? If you feel quite positive about yourself, what are you doing to accomplish this?

Sample **Assessment** Activities

- Create a tip sheet for teens offering advice for coping with the challenges of growing up. Suggest coping strategies and the benefits of those strategies. Make your tip sheet friendly and informative.

Please Note

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities if they involve references to sexuality.

CONTENT:
- ☐ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–9.4 *The student will* analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal.

Sample Learning Activities

Get ready

- Collect at least five ads directed at teens that could influence feelings and attitudes about body image. Bring them to class and display.
- Discuss and define the terms **stereotyping**, **implicit message** and **explicit message**, and identify examples of each.

Explore and apply

- Examine the ads displayed in class. Determine the message in each and whether it is explicit or implicit.
- Discuss how many of the messages are positive and how many are negative.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Design a health-related ad for a teen magazine that contains at least three positive messages about body image. Consider both the implicit and explicit messages in your ad.

Sample Assessment Activities

- Write a letter to a magazine publisher or television producer expressing your concerns about potentially damaging messages about body image conveyed by current advertisements or commercials. List your reasons for concern and use specific examples to illustrate your point. Give suggestions for changes that would promote the products effectively but would convey positive messages about body image.

Connections

Ideas for promoting and enhancing the development of a positive body image

Students can:
- be aware of the variety of body types within family and groups of friends, and know that all body types can be healthy
- look for varieties of body types among television and media personalities
- talk to parents or older siblings about body image concerns
- appreciate their own physical talents and abilities, such as athletic abilities, musical dexterity and artistic abilities
- be aware that their physical bodies make up only a part of who they are or can be.

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Outcome W-9.4 (continued)

Parents can:

- be aware that the beginning of puberty can bring about changes which affect body image
- be aware that puberty changes begin gradually but often earlier than parents might expect
- make a conscious effort to have and model healthy behaviours and attitudes related to body image
- be aware that negative comments about body size and type can be damaging to their children's developing sense of worth
- be available to listen and talk when children have questions or concerns about body image
- understand that feelings and concerns related to body image may surface in other ways, such as through behaviours or attitudes
- help your child develop strategies to handle teasing
- ensure that siblings do not tease each other about body size or image
- make a conscious effort not to compare body types among family, friends and celebrities in nonconstructive ways, such as "She would look much better if …"
- help your child understand that diversity in body shape and size is normal and natural—all types deserve respect.

GRADE
9

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–9.5 *The student will* develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines.

Sample Learning Activities

Get ready

- Review the philosophy and guiding principle of *Canada's Food Guide to Healthy Eating*.

Explore and apply

- Analyze a one-day menu from your school's cafeteria or a local restaurant. How does the menu conform to *Canada's Food Guide to Healthy Eating*?
- Design a campaign to raise students' awareness of healthy eating patterns and how healthy eating contributes to overall well-being.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Write a proposal to your school administration or food service provider suggesting alternate menus or snack selections that emphasize nutritious foods.

Sample Assessment Activities

- Think of the foods you like to eat. What decisions can you make to moderate your fat intake and still enjoy these snacks?
- Discuss the advantages of eating a piece of fruit instead of a candy bar. (Possible responses include the value of fruit for fiber, vitamins, trace elements, water content.)
- Investigate the nutritional value of a common food by analyzing the label and packaging for nutrient information. Consider the claims made on packaging or in advertising and prepare a report explaining whether or not you consider this food to be a healthy choice.

Teacher Background

Making good food choices

Analysis and problem-solving skills can help teens make the informed choices necessary to commit to healthy eating.

Objectively examining nutrient content information allows people to assess the impact of specific foods on their overall nutrient intake. Developing skills in label reading will help teens use this information when making decisions about food.

Canada's Food Guide to Healthy Eating can be used to assess the quality of restaurant and cafeteria foods where labelling is not required. Teens who are well-versed in analyzing food records and menus using the food guide can use this skill to examine how restaurant eating will impact their overall eating pattern.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Outcome W-9.5 (continued)

Connections

Ideas for encouraging healthy eating habits

Students can:

- make informed food choices that benefit health and well-being
- develop skills in label reading and menu analysis as a means of making informed food choices
- propose that food service providers offer more nutritious menu items.

Parents can:

- encourage teens to take an active role in food purchasing by reading labels, and requesting nutrition information in restaurants and cafeterias
- respect teens' unique food preferences
- involve teens in planning and preparing healthy meals for themselves and their family.

Communities can:

- support proposals by teens aimed at improving the range of nutritious foods offered at schools and public recreational facilities
- provide information on label reading and shopping for foods through local grocery store tours.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

GRADE
9

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☐ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–9.6 *The student will* analyze addictions; e.g., stages, kinds, and resources available to treat addictions.

Sample Learning Activities

Get ready

- As a class, discuss and define the concept of **addiction**.

Explore and apply

- As a class, brainstorm substances and behaviours one can become addicted to.
- Identify signs of an addiction.
- Discuss the stages of addiction. Invite a resource person from the Alberta Alcohol and Drug Abuse Commission (AADAC) or a health or addictions professional to speak to the class and answer their questions about addiction.
- Use the telephone book or a community directory to identify the resources available to people dealing with addictions in your community.
- Invite a resource person from a local treatment program to discuss available programs and how they address addiction issues.

Extend and commit

- Find a first-person account about struggling with an addiction in a novel or movie and share it with the class.

Sample Assessment Activities

- Design a poster that outlines signs of a specific addiction, and lists local resources and supports available. Keep the tone of your message positive and build a case for overcoming addiction and making healthier life choices.

Teacher Background

Addiction

An addiction is an activity or substance people repeatedly crave and for which they are willing, if necessary, to pay the price of negative consequences that affect other areas of their lives. Individuals can be addicted to substances, such as alcohol, cigarettes, food or street drugs, and activities, such as gambling, shoplifting or overspending.

Signs of addiction:
- changes in school work
- changes in physical appearance
- changes in eating or sleeping habits
- changes in friends
- changes in behaviour.

Outcome W-9.6 (continued)

Warning signs of drug and alcohol use in youth:
- bloodshot eyes, dilated pupils, wearing sunglasses
- runny or irritated nose
- frequent cough and respiratory infections
- loss of appetite, weight loss or gain, frequent "munchies"
- bloated appearance
- frequent headaches, vomiting and tiredness
- excessive sleep or difficulty sleeping, decreased energy
- slurred, slow speech or hyperactivity
- difficulty concentrating or thinking critically
- drop in school attendance, performance
- wide mood swings, depression, anxiety, paranoia
- belligerence, defensiveness, vulgarity
- change in friends, old friends expressing concern
- increase in secrecy, avoidance of communication with parents
- constant need for money
- loss of interest in family activities.

When confronted about their addiction, people may:
- deny
- minimize
- blame
- give excuses and rationalizations
- divert
- become angry.

Stages of drug abuse
1. Individual discovers mood change that happens with drug use.
2. Individual seeks the mood change. Drug use moves into everyday life; more drugs may be added. Changes in friends and activities become noticeable.
3. Individual is preoccupied with altering mood and begins to use drugs more frequently. This may lead to criminal activity, such as impaired driving, drug trafficking or theft.
4. Individual uses drugs to feel normal. The use is compulsive and out of the individual's control. The individual is using drugs to function, not just to feel high.

Long-term consequences of abuse:
- missed learning opportunities
- damage to social and personal relationships
- impact on major life choices due to potential criminal records.

Overcoming addiction
Change is a process, not an event. It requires the desire and motivation to change, and the skills to handle change successfully. Parental and school support is critical to recovery.

The process of change
Step 1: Precontemplation—the person who is addicted feels he or she doesn't want to change or see the need to change.
Step 2: Contemplation—the person who is addicted is aware change needs to happen or that he or she may have a problem but is not ready to act; at this point, the individual may seek information from a counsellor.
Step 3: Preparation—the person who is addicted may begin to make solid, realistic plans about changing the using behaviour, such as seeking help from a counsellor and gathering information to create an action plan.
Step 4: Action—the person who is addicted takes steps toward change by getting more information, asking for help and putting the action plan into place.
Step 5: Maintenance—change has taken place; the person reaffirms lifestyle choices, and applies new learnings and insights to cope with situations that might lead to relapse.

What parents and schools can do
- Insist that individuals who are addicted take responsibility for their actions, even though they don't want to change their addictive behaviour.
- Recommend behavioural change directly and frequently.
- Address specific incidents and behaviours that cause distress for the individual and others.
- Use consistent consequences to deal with negative behaviours of the individual who is abusing drugs.

Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC) Youth Services, *Parent Handbook, Find the Freedom* (Edmonton, AB: AADAC, 1996), pp. 10, 11, 14, 15, 16, 17.

GRADE
9 Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–9.7

The student will ***evaluate implications and consequences of sexual assault on a victim and those associated with that victim.***

Sample Learning Activities

Get ready
- Define **sexual assault**.

Explore and apply
- Discuss the possible implications and consequences for people who are victims of sexual assault. For example, they may believe they did something to deserve it and are now "damaged goods;" they may live in constant fear of men or of going out alone.
- Consider the implications or consequences for people close to the victims, such as friends and family members. For example, they may believe they are somehow responsible because they didn't protect the person; they may be angry or feel helpless.
- Identify some of the fallacies or errors in reasoning of these beliefs. Analyze these fallacies in terms of their source (what leads people to accept these beliefs) and identify what is wrong or inaccurate about such beliefs. Suggest alternate ways of thinking about sexual assault and the people affected by this type of assault.
- Brainstorm ways to support the healing of people who have been sexually assaulted.

Extend and commit
- Generate ideas for the prevention of sexual assault in your school and community.

Sample Assessment Activities

- Discuss the importance of knowing how to stay safe and prevent assault.
- Write a letter to a fictitious friend who is struggling with the consequences of a recent sexual assault. Offer support and words of encouragement.

Teacher Background

Sexual assault

Sexual assault is unwanted sexual contact, ranging from exposure to intercourse. Sexual assault is a crime of violence, ranging from peer pressure to forced assault. The aim of the person offending is not to pursue lust, passion or desire, but to overpower, control and humiliate the person who is the victim. Victims and offenders can be male or female. Research indicates that males are more often the offenders and females are more often the victims. Most attacks are planned rather than spontaneous. Under no circumstances is the person who has been victimized at fault—for anything he or she has said, done or worn. Nothing justifies the sexual assault of one person by another.

Please Note

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

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What a student should do if assaulted

- Be aware of local crisis lines.
- Tell someone who can be trusted.
- Get medical attention as soon as possible.
- Report the incident to the police.
- Be aware that the incident was not his or her fault.
- Take time to recover.

Reactions of people close to a victim

People close to a victim may feel helpless and frustrated, fearful for their own safety, angry with the offender, and possibly even angry with the victim for not preventing it. They may also feel guilty for not preventing it themselves. It is important to recognize these as their own feelings, not those of the victim. They should turn to others for personal support.

Myths about sexual assault

There are many attitudes and beliefs about sexual assault. Some of these attitudes are harmful to survivors' recovery and their willingness to report the experience. Below are some common myths.

Most sexual assaults are committed by men who jump from bushes and wear masks.

- According to Statistics Canada, 85 percent of all sexual assaults are perpetrated by someone the survivor knows.
- At the University of Alberta Sexual Assault Centre, approximately 95 percent of clients know their perpetrators.
- We choose to believe that strangers perpetrate sexual assaults because:
  - it's easier to believe that a stranger, and not someone who is loved and trusted, could be hurtful in this way
  - sexual assault by strangers is reported most by the media, perpetuating the idea that this type of assault happens more often.

Men should be able to protect themselves from being sexually assaulted.

- There are times when men are unable to protect themselves from sexual assault for varying reasons.
- One in three males will be the victim of one or more unwanted sexual acts.

Some women "ask for it" by wearing provocative clothing or walking alone at night.

- Most sexual assaults take place in the home or in places that are familiar and considered safe by the survivor.
- Sexual assault centres report supporting survivors ranging from three months to 87 years. Sexual assault is about power, not sex. Sex is the weapon used to gain power over another person.
- No matter what someone is wearing or where someone is walking, no one "asks" to be sexually assaulted.

What to do if someone has been sexually assaulted
Sexual assault is an act of violation. Disclosing the event may be like reliving the sexual assault all over again. For this reason, the reactions of those hearing the disclosure can be critical to the individual's recovery.

Listening to a disclosure of sexual assault can be overwhelming, but there are three things you can do to support an individual who is confiding in you.

- *Listen* – Let the person who has been assaulted tell the story and listen attentively. This can be validating and helpful. Show you are listening by making eye contact, maintaining open body posture and limiting your questions. It is difficult for individuals to share their stories. Allowing silence during the disclosure is helpful.
- *Be nonjudgemental* – Many people who have been sexually assaulted do not disclose their experience because of fear of not being believed or of being blamed for the sexual assault. If someone chooses to disclose to you, he or she trusts that you will be nonjudgemental.
- *Provide options* – During the sexual assault, all control has been taken away from the individual. Help the individual regain control by offering the following options for recovery.
  - Report the incident to the police.
  - Seek medical attention. It is important to receive care for any injuries. A medical exam can provide evidence should the case go to trial. A medical exam can also determine if any disease has been transmitted.
  - Have a 24-hour crisis line number available for someone to talk to in the middle of the night.
  - Seek long-term counselling.
  - Do nothing. The survivor may need time to process what happened and make decisions.

An individual has the right to choose those options that he or she is comfortable with.

Adapted with permission from Campus Crime Stoppers, University of Alberta, *Personal Safety and Security Handbook* (Edmonton, AB: Campus Crime Stoppers, University of Alberta, n.d.), pp. 13, 14.

- If you have information about a minor being abused, you are legally required to break confidentiality and report that incident to the Child Abuse Hotline at 1–800–387–5437 or directly to the local office of Alberta Children's Services.

GRADE 9

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/ Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–9.8 *The student will* develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks.

Sample Learning Activities

Get ready

- Brainstorm safety issues for teens.
- List five significant safety issues for teens in your school. Discuss the risk behaviours associated with each issue.
- Discuss how learning to ride a bicycle may have been a potential risky situation when you were a small child but learning to ride had positive results and benefits.
- List three positive risks taken in life, then share in groups of three or four.

Explore and apply

- Discuss what constitutes a **smart risk**. How does this differ from impulsive behaviour?
- Choose two or three high-risk behaviours and make a mind map showing how these behaviours could affect you and others. Consider the dimensions of wellness, including physical, emotional, social and cognitive.
- Design a campaign to promote harm reduction for a safety issue that is relevant in your community.
- Review and discuss the ideas in *Student information master 37: Taking positive risks* on pages B.53–B.54 in Appendix B.

Extend and commit

- Find out what research indicates about successful safety campaigns. What are the key elements? Do scare tactics work? What has the most influence on the adolescent audience?

Sample Assessment Activities

- Write an article for your school newsletter encouraging students to make safe choices and reduce risk behaviour.
- Describe one behaviour you consider a smart risk but that your parents might consider a high risk. Explain.

Teacher Background

Positive risks

Many teens are risk takers. Unfortunately, the risks they choose are not always positive. Teens need to seek out positive risks. Each individual has a comfort zone outside of which they typically do not stray. To become successful, people must venture outside of their comfort zones and take positive risks that enable them to grow.

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Outcome W-9.8 (continued)

Connections

Ideas for promoting and enhancing risk-management skills and attitudes

Students can:

- evaluate personal risk-taking behaviours
- attend programs aimed at risk taking, such as the Prevent Alcohol Related Trauma in Youth (PARTY) program or presentations sponsored by Mothers Against Drunk Drivers (MADD) or Students Against Drunk Drivers (SADD)
- evaluate personal impulsiveness and develop strategies for critical thinking before acting on impulse
- practise thinking through their actions before engaging in high-risk behaviours
- provide feedback to peers regarding impulsiveness and choices
- consult parents or trusted adults when unsure about the risks involved in personal decisions
- talk through the process and merits of taking risks when appropriate
- practise taking personal risks in safe situations; e.g., present personal viewpoints; be willing to make mistakes and learn from them
- choose to develop calculated risk-taking behaviours through incremental risk taking, starting with small risks and working toward significant ones.

Parents can:

- model calculated risk taking in their personal lives
- talk to their teens about risk-taking behaviours
- organize a Mothers Against Drunk Drivers (MADD) presentation in local junior high schools.

Communities can:

- provide presentations regarding risk-taking behaviour involving local agencies, such as the RCMP, police services, emergency medical technicians (EMTs) and mental health professionals.

GRADE
9

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☑ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–9.9 *The student will* analyze and evaluate laws and policies that promote personal, community and workplace safety; e.g., driving, boating, employment standards.

Sample **Learning** Activities

Get ready

- Brainstorm a list of safety laws, rules and equipment required when participating in recreational activities.
- Discuss whether laws, rules and equipment are effective in these situations.
- Review *Student information master 38: Employment standards* on pages B.55–B.56 in Appendix B.

Explore and apply

- Mountain climbing and other wilderness sports are often considered risky. Discuss whether participants should be required to follow certain safety rules or undergo mandatory training. Should individuals be required to pay for the cost of their own rescues in event of an emergency?
- Choose a sport, recreational activity or workplace issue, and research the laws, rules and equipment required. Do you believe the laws, rules and equipment are necessary? Do you believe the related laws and rules are enforced successfully? Can you suggest alternative laws or rules, or alternative ways of enforcing existing ones, that would be more effective? Be sure to explain why or why not for each answer. Present your information to the class or organize it as a display in the school library.

Extend and commit

- Create a safety brochure outlining the rules, laws, policies, required equipment and any other information necessary for safe participation in recreational activities that are part of your school's extracurricular program.

Sample **Assessment** Activities

- Describe the laws and policies that promote safety in your favourite recreational activity.

Connections

Ideas for promoting and enhancing motor vehicle safety in the community

Students can:

- abide by traffic signs as pedestrians, cyclists and student drivers
- take driver training courses offered in the school or community
- practise safe driving with parents or driving instructors
- observe their parents' safe-driving practices
- attend the Prevent Alcohol Related Trauma in Youth (PARTY) program or a similar program focused on preventing risk-related trauma
- take defensive driving courses
- organize nonalcoholic activities for special occasions, such as Grade 9 graduation
- organize a Students Against Drunk Drivers (SADD) group within the school
- learn and practise assertive behaviours for refusing to ride with impaired drivers.

Outcome W-9.9 (continued)

Parents can:
- model safe driving
- insist on seatbelt use by all passengers at all times
- provide opportunities for students with learner's permits to practise driving in safe situations
- encourage new drivers to limit the number of passengers
- point out safe-driving practices while driving
- point out traffic signs and quiz teens on their meanings
- model appropriate use of cell phones by pulling over when using them
- organize a Mothers Against Drunk Drivers (MADD) presentation in the school
- accompany teens to the Prevent Alcohol Related Trauma in Youth (PARTY) program as chaperones
- model safe behaviours related to alcohol and driving
- make an agreement to pick teens up from activities where older drivers may have been drinking
- host and supervise nonalcoholic parties for teens.

Communities can:
- offer student presentations led by professionals through local RCMP and driving schools
- organize motor vehicle safety inspections
- facilitate driver-training programs in schools
- organize simulated accidents involving local emergency medical technicians (EMTs), RCMP, police services, hospital emergency personnel and fire departments.

GRADE
9

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☑ Student Information
- ☐ Student Activity Master

W–9.10 *The student will* assess the quality and reliability of health information provided by different sources; e.g., on the Internet.

Sample Learning Activities

Get ready

- Brainstorm a list of health questions or issues a Grade 9 student might research on the Web.

Explore and apply

- Review and discuss *Student information master 39: How to evaluate health information on the web* on page B.57 in Appendix B.
- Working in pairs, do a Web search on two of the health issues identified in the brainstormed list. Use the guidelines from *Student information master 39: How to evaluate health information on the web* to assess the quality and reliability of the information.

Extend and commit

- Research and discuss the positive and negative influences that the Internet is having on medical research and the availability of health information.

Sample Assessment Activities

- Find a Web site, preferably created for teens, that provides health information. Write a review of the Web site, including your opinion on its reliability, the kinds of information it provides and does not provide, and your recommendation for other teens on whether or not to access information from this site.

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GRADE
9

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–9.11 *The student will* use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour.

Sample Learning Activities

Get ready

- As a class, review the terms **resiliency** and **mentors**.

Explore and apply

- Generate a list of personal resiliency skills teens can use to recover from or survive difficult circumstances.
- Generate two or three scenarios and prepare role-plays in which you apply personal resiliency skills to deal with situations.
- Discuss the effectiveness of the skills and make suggestions for improving or altering them.
- Brainstorm a list of ways to develop resiliency.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Cooperation

Extend and commit

- Discuss what your personal resiliency skills are. How have you developed these skills? Have you used them successfully? What could you do to improve or apply them more successfully?

Sample Assessment Activities

- Analyze your personal resiliency skills. Comment on your strengths and what you could do to improve or add to your list so you are well-equipped to handle challenges.
- Identify an important mentor in your life and write a letter to that person explaining how he or she contributes to your life.

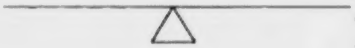
Teacher Background

Resiliency

"*Resiliency is the ability to recognize our personal power—to see ourselves and our lives in new ways.*"
Patricia O'Gorman
AADAC

Resiliency is a process of balancing protective factors against risk factors. It is the gradual accumulation of emotional strength that gives people the ability to rise above difficult life circumstances.

Risk factors
- stress
- adversity
- disadvantages



Protective factors
- ability to cope
- availability of support

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Outcome W-9.11 (continued)

Resiliency researcher Bonnie Benard discovered that resilient individuals have social competence. They attract positive attention from others, are empathetic and caring, communicate well and can find humour in difficult situations.

They have problem-solving skills. They can plan, think critically and creatively, and seek help when they need it.

They develop a critical consciousness which allows them to be aware of the problems in their family or society, and to know that they are not the cause of these troubles.

They have autonomy. They believe in their ability to influence events around them, and have a strong sense of their own identity, which does not waiver in the face of neglect or ridicule.

Resilient children have a sense of purpose and believe in a bright future. They have goals, educational aspirations, optimism and faith.

Resilient children use the abilities they have effectively. They can take advantage of opportunities that exist in their environment.

Resilient children tend to recruit support from friends, relatives, teachers and other elders. They join organizations like 4-H or the YMCA. They take advantage of educational opportunities at community colleges, churches and community service organizations.

Adapted from Deirdre Ah Shene, "Resiliency: A Vision of Hope," *Developments* 18, 7 (1999), pp. 2–3. Adapted with permission from the Alberta Alcohol and Drug Abuse Commission (AADAC).

We are all born with innate resiliency, with the capacity to develop the traits of resiliency. Resiliency is a capacity for self-righting, and for transformation and change.

Connections

Ideas for promoting and enhancing the development of personal resiliency skills

Students can:

- develop caring relationships with adult mentors
- organize peer support groups within the school
- be aware of local counselling services
- seek help from adults or support services when facing difficulties
- recognize that it's okay when things don't go their way
- recognize that individuals can have control over most of the circumstances in life that cause unhappiness
- develop autonomy by learning to depend on themselves
- recognize that attitudes, actions and values are what define them, and not their past
- set reasonable personal goals, work toward them and celebrate their achievements.

Outcome W-9.11 (continued)

Parents can:
- listen to their teens
- talk with their teens
- let their teens grow from their mistakes
- believe in their teens
- let their teens know that the world is a good place
- volunteer as mentors to teens in the school and community
- invite youth to join family outings and activities
- do something new together with their teens
- be aware that teens need meaningful relationships with at least three adults other than their parents
- help teens find trusted adults who share similar hobbies or interests
- connect with other families
- encourage teens to find adult-led programs of interest
- be aware of local support services for at-risk teens
- help teens recognize the relationship between positive attitudes and success.

Communities can:
- provide volunteer mentors through programs such as Big Sisters and Big Brothers
- facilitate youth–adult relationships through support of initiatives for teen recreation centres, coffee houses
- help teens organize drop-in centres through local agencies and Chambers of Commerce, and provide access to a variety of mentors
- organize annual neighbourhood block parties
- increase awareness of resiliency and the factors that promote resiliency in youth
- provide inservices for community coaches, mentors and group leaders which focus on promoting resiliency
- celebrate teen success within the community through local newspapers and newsletters.

GRADE
9

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W–9.12 *The student will* ***determine "safer" sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/ contraceptives properly.***

Sample Learning Activities

Get ready
- Discuss why we now use the term "safer" sex versus "safe" sex.

Explore and apply
- Brainstorm the responsibilities and possible consequences of a sexual relationship.
- List safer sexual practices. Counter each statement with a "but" statement. For example: condoms are a recommended method of birth control but they have a 20 percent failure rate.

Extend and commit
- Discuss the meaning of abstinence, and suggest times and situations when abstinence may be the most suitable form of sexual expression.

Sample Assessment Activities
- In your own words, describe "safer" sex practices that teens need to consider when making decisions about sexual activity.

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Please Note Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

GRADE
9

Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

W-9.13 *The student will* ***identify and describe the responsibilities and resources associated with pregnancy and parenting***.

Sample Learning Activities

Get ready

- Consider how the life of a Grade 9 student would change with each of these events:
  - an unplanned pregnancy
  - becoming a single parent
  - leaving home to live on your own.

  List the new responsibilities a young person would be faced with in each of these situations.

Explore and apply

- Research and report on the risks and health consequences of teenage pregnancy from three perspectives: the teen mother, the teen father, the newborn. Consider the physiological, emotional and social implications. How are the lives of these individuals changed? Explain how this experience touches the lives of others as well, such as family and friends.
- Use a phone book or a community service guide to locate local agencies that could offer support for unplanned teenage pregnancies.

Extend and commit

- Use the Internet to research statistics for teenage pregnancy in your community. Compare these statistics with provincial and national numbers.

Sample Assessment Activities

- Brainstorm a list of at least 10 new responsibilities you would have if you discovered you were about to become a teen mother or father.

Please Note

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:
- ☑ Teacher Background
- ☐ Home/School/Community Connections
- ☐ Student Information
- ☐ Student Activity Master

W–9.14 *The student will* ***develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour.***

Sample Learning Activities

Get ready

- Discuss the sexual risks associated with alcohol and drug impairment.
- Discuss strategies for reducing the risk of date rape.

Explore and apply

- Discuss why and when teens need strategies for avoiding date rape.
- What advice would you give a friend who appeared to be at risk for sexual assault or abuse?

Extend and commit

- Create a one-minute public service announcement on reducing sexual risk taking.

Sample Assessment Activities

- Create a 10-point checklist for staying safe and avoiding sexual risk.

Teacher Background

Date or acquaintance rape

This is sexual assault in which the victim and offender know each other. They may be dating steadily, going out for the first time or perhaps just met. The usual distress associated with rape is increased in date rape by the betrayal of trust, the questioning of one's own judgement and self-blame. Eighty-five percent of all sexual assaults involve known offenders. One in 10 Canadian students is involved in some sort of dating violence.

Source: Sexual Assault Centre of Edmonton, 1998, 1999.

Be aware of rape drugs

- Rape drugs put a victim into a state of deep unconsciousness for many hours.
- Symptoms include feeling drunk, stumbling, being unable to focus, slurred speech, slipping in and out of consciousness.
- A person who suspects he or she has ingested a rape drug should go to a hospital immediately.

Please Note Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

Outcome W-9.14 (continued)

Preventing date rape

Set limits

- Know you have the right to set sexual limits.
- Know where you will draw the line before dating someone.

Be assertive

- Communicate your sexual boundaries clearly to your dating partner.
- Learn and practise refusal strategies.
- Don't worry about embarrassing yourself or your date.
- Shout for help if you need it.

Stay sober

- Realize that drugs and alcohol can impair judgement.
- Don't leave drinks unattended.
- Be cautious accepting drinks from other people.

Investigate new dating partners

- Learn to identify dangerous behaviours, such as jealousy, put-downs, teasing, ridiculing, not listening, not accepting your limits about sexual activity.
- If possible, speak to the person's previous dating partners.

Stay in control

- Act on instincts and leave if feeling uncomfortable.
- Always let someone know where you are.
- Arrive and leave with your own means of transportation or have someone pick you up.
- Avoid high-risk areas.
- Be alert but don't live in fear.
- Take a self-defense course.

GRADE

9

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☑ Student Information
- ☐ Student Activity Master

R–9.1 *The student will* identify appropriate strategies to foster positive feelings/attitudes.

Sample Learning Activities

Get ready

- In small groups, discuss situations in which an experience turned initially negative feelings into positive feelings, and situations in which someone was able to help you turn negative feelings into positive ones. Share with the class.
- Read and discuss *Student information master 40: Choosing a positive attitude* on page B.58 in Appendix B.

Explore and apply

- Use the following scenarios to role-play turning a negative experience into a positive experience.
  - *You made plans to go to a movie with a friend. At the last minute, your friend tells you he or she has invited your younger sibling along.*
  - *You were planning to go inline skating in the park with your friend. When you get there, you discover your friend did not bring his or her inline skates.*
  - *Your parents planned a special supper celebration after your event at the music festival. Your performance did not go well but the supper is on anyway.*
- Discuss the role-plays, focusing on strategies used to turn negatives into positives.

Extend and commit

- Invite a public relations professional to your class to discuss how to put "a positive spin" on an issue.
- Think of one negative issue in your life. Think of how you might change the issue from negative to positive. Do you need to change how you think about it? What do you need to do? Record your ideas on a problem-solving chart listing the issue, suggestions for changing from negative to positive, ways to change your thinking and what needs to be done.

Sample Assessment Activities

- Complete the following statements:
  - "Thinking positively is helpful because …"
  - "Thinking positively is difficult sometimes because …"
  - "When I know I am having negative thoughts, I …"
  - "I can encourage other people to be more positive by …"

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GRADE
9

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☐ Teacher Background
- ☐ Home/School/ Community Connections
- ☐ Student Information
- ☐ Student Activity Master

R–9.2 *The student will* analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful.

Sample Learning Activities

Get ready

- Brainstorm the things people sometimes do rather than expressing or managing their feelings. For example: withdraw, deny, distract themselves, avoid others.

Explore and apply

- Discuss why people may choose not to express or manage their feelings in healthy ways.
- Generate two or three scenarios and role-play what might happen when a person chooses not to express or manage feelings. Sample scenarios could include:
  - *failing an important test*
  - *finding out you were moving to another city in less than a month*
  - *secretly feeling that your friends are tired of you and don't want you around.*
- Perform the role-play again, this time with the person expressing or managing feelings in a healthy way.

Extend and commit

- Think of a time when you didn't express or manage your feelings well. Write about what you did instead, why you did it and how you felt at the time. What might you do differently in a similar situation?

Sample Assessment Activities

- Create a poster, brochure or comic strip illustrating why people choose not to express or manage their feelings. Include suggestions for handling feelings appropriately.

GRADE 9

Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
☑ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

R–9.3 *The student will* analyze, evaluate and refine personal strategies for managing stress/crises.

Sample Learning Activities

Get ready

- Brainstorm a list of possible sources of stress for Grade 9 students at school and at home.

Explore and apply

- Review strategies for managing stress or personal crises effectively.
- Discuss how and why different stress management strategies work and when each is most effective.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Interview adults in high-stress careers and discuss their personal strategies for managing stress.

Sample Assessment Activities

- Choose two or three sources of stress in your life. In a chart, list these stressors, the strategies you can use to manage stress and how these strategies will help. What skills could you add to improve your overall management skills? Which ones need refining to make them more effective?

Teacher Background

Coping with stress

Some stress is necessary. Stress is involved in psyching oneself up for a sporting event, motivating oneself to complete a difficult school project or becoming eager about an upcoming activity.

Too much stress may cause wear and tear on the body and mind. Major life events—such as moving, separation or divorce of parents, death of a loved one, changing schools or losing a friend—may cause anxiety and distress. Other day-to-day situations, including being late or leaving a project until the last minute, can also cause stress.

Outcome R-9.3 (continued)

Symptoms of stress

- pounding heart
- shortness of breath
- cold hands or feet
- extreme moodiness
- memory blanks
- feelings of being overwhelmed
- worry
- butterflies in your stomach
- feelings of being out of control.

Common life stressors

- high expectations—in academics, athletics and other performance areas; the expectations may be your own or others
- family problems—separation or divorce, arguing
- peer pressure—to take drugs or alcohol; the need to be accepted and conform
- growing up—wanting to be independent but unsure of the responsibilities
- relationships—losing a friend, making new friends, dating
- time pressure—too many things to do and not enough time
- the future—college, employment, relationships, family, international conflicts and wars
- personal identity—figuring out who you are
- sexuality—uncertainty, pressure to conform, lack of information.

Managing stress

There are different ways to manage stress in your life, including changing the situation or changing your reactions. Stressors can be reduced by:

- exercising—keep fit through sporting activities
- nourishing the body—maintain a balanced diet and eat as little junk food as possible; get plenty of sleep; avoid cigarettes, alcohol and drugs; have an annual check-up
- relaxing—learn relaxation techniques, such as deep breathing and imagery, and use them daily
- balancing—create a balance between school, studying and play
- becoming aware of stressors in your life—learn to deal with troublesome events as they arise
- developing positive self-talk—replace negative thoughts with phrases, such as "I'm feeling relaxed" or "I can handle this."

Adapted with permission from Alberta South Central Region, Canadian Mental Health Association, *Youth and Stress: Find the Right Balance for You!* (pamphlet) (Calgary, AB: Canadian Mental Health Association, 1991).

Strategies for handling anxiety
- Be aware of what your body is telling you.
- Recognize that all people feel anxious at some time in their lives.
- Develop a plan and use it.
- Recognize your personal limitations.
- Practise relaxation techniques.

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Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
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- ☐ Student Information
- ☐ Student Activity Master

R–9.4 *The student will* analyze, evaluate and refine personal communication patterns.

Sample Learning Activities

Get ready

- Review common communication barriers. Record on chart paper.

Explore and apply

- Do a triple T-chart of what effective personal communication looks, sounds and feels like.
- Use information from the chart to analyze your own personal communication style.
- Identify communication skills you currently have and skills you would like to improve.

Extend and commit

- Analyze the personal communication style of a favourite politician, talk show host or teacher.

Sample Assessment Activities

- Describe a situation in your life in which you would like to improve your communication. List five ways you could do this.

Teacher Background

Barriers to communication

- **Message overload**—we hear too much speech every day to listen carefully to all of it; we must let our attention wander sometimes.
- **Preoccupation**—we are busy thinking about something else which seems more important to us at the time.
- **Rapid thought**—we are able to understand speech much faster than people are capable of speaking, so our minds tend to wander in the "wait time."
- **Effort**—listening carefully is hard work and some people are unwilling to expend the effort to do it well.
- **External noise**—there are distractions all around us and they make it difficult to pay attention to others.
- **Hearing problems**—some people have physiological hearing problems. This can cause frustration for both speaker and listener.
- **Faulty assumptions**—we sometimes make assumptions which prevent us from listening. For example, if someone is speaking about a topic we are familiar with, we may think "we've heard it all before." Some people will assume that a topic is not important and will stop paying attention.
- **Lack of apparent advantages**—sometimes we don't see the advantage of listening to others because we see a bigger advantage in talking. Persuasive speech lets you influence others and can win you attention and respect. Talking lets you release energy in a way that listening can't. Since speaking seems to be more advantageous, people often miss the advantages of listening.

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Outcome R-9.4 (continued)

- **Lack of training**—many people think listening is a natural skill, like breathing, and that they don't need to learn or practise skills. Listening is a skill that takes practice.
- **Pretending**—to listen but having something else on your mind.
- **Stage-hogging**—only being interested in talking about your own ideas and not caring what anyone else has to say.
- **Selective listening**—only paying attention to things which interest you.
- **Insulated listening**—purposely not paying attention to something you do not want to hear, like reminders about a job which has to be done.
- **Defensive listening**—when you think that everything the other person says is an attack on you.
- **Ambushing**—listening carefully to collect information which can be used against the person at a later time.
- **Insensitive listening**—when you don't try to look beyond the words of a person to understand things that are not being said. You just listen to the words and take them at surface value. For example, when you ask how your friend is and she says "fine" but has tears in her eyes and a shaky voice, you are an insensitive listener if you only hear her say she's "fine" and don't realize that her body language tells you she is upset.

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Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
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R–9.5 *The student will* describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships.

Sample Learning Activities

Get ready

- Brainstorm a list of people with whom you have a positive relationship.
- Beside each name, write one quality that you appreciate about that person, and one positive activity, feeling or moment that you associate with that person.

Explore and apply

- Do a think–pair–share on what it takes to maintain a healthy relationship. Compare answers with the following research findings on what contributes to intimate relationships:
  - time spent together
  - mutual desire for closeness
  - mutual respect, equality
  - honest communication
  - a high degree of trust built over time.
- Brainstorm characteristics of an unhealthy relationship.
- Working in pairs, develop a scenario illustrating an unhealthy relationship. Exchange scenarios and write an advice column suggesting possible strategies for improving or ending the relationship.

Extend and commit

- Discuss the difference between hurting someone's feelings and emotionally abusing a person.

Sample Assessment Activities

- Create a Venn diagram comparing and contrasting healthy and unhealthy friendships.

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Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENTS:
☑ Teacher Background
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R–9.6 *The student will* model integrity and honesty in accordance with ethical principles; e.g., develop strategies to behave in an ethical manner.

Sample Learning Activities

Get ready

- As a class, define and describe **integrity** and **honesty**.
- Brainstorm examples of actions or ways of speaking that model integrity and honesty.

Explore and apply

- Discuss the meaning of the term **ethical principles**.
- Discuss ethical principles you accept and live by at school and at home.
- Generate scenarios in which a teen character faces an ethical dilemma in a difficult situation at home or school. Role-play the scenarios, modelling integrity and following ethical principles.
- Analyze the role-plays to identify what strategies the characters used to behave in an ethical manner. Identify the positive personal rewards of choosing ethical behaviour, such as personal satisfaction, respect from peers and teachers.

Extend and commit

- Create a checklist for ethical behaviour at school. Include items relating to both words and actions that successfully model integrity and honesty. Display your checklist on a poster or chart that can be posted in the classroom.
- Think of an ethical dilemma you have faced in the recent past. Summarize it in a paragraph, identifying the situation and answering the following questions. Did you model integrity in the way you handled the situation? If yes, what strategy or strategies did you use? If no, what could you have done to behave in an ethical manner? What would be the benefits of acting with integrity?

Sample Assessment Activities

- Write a paragraph describing a recent situation in which you acted with integrity and honesty.

Teacher Background

Ethical behaviour

Ethics is the study of standards of conduct and moral judgement. Ethical principles guide everyday conduct and decision making, and form the basis for personal standards.

Integrity is best defined in terms of action: practise what you preach; do what you said you would do; live in accordance to your beliefs; keep promises; do what you know is right. Integrity is the opposite of hypocrisy.

Hypocrisy is when a person says one thing and then does another.

Justice is the fair treatment of others.

Outcome R-9.6 (continued)

How students can apply ethics

- Admit mistakes.
- Follow school and classroom rules.
- Choose to do good to others.
- Apply ethical principles in class meetings.
- Apply ethical principles to fair play in team sports and activities.
- Accept the consequences of their own actions.

How teachers can model and reinforce ethical principles

- Admit mistakes.
- Model fair and ethical treatment of all students.
- Provide correction in a way that maintains students' dignity, including giving correction privately, dealing with behaviour rather than personality, and maintaining a calm, fair and nonjudgemental attitude.
- Adhere to school and classroom rules.
- Include ethical principles when discussing reasons for choices or decisions.
- Provide consistent and logical consequences for negative behaviours.
- Point out character virtues in students, such as "That showed a lot of kindness" or "You showed integrity in your decision to walk away from that conflict."

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Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
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R–9.7 *The student will* refine personal conflict management skills; e.g., negotiation, mediation strategies.

Sample **Learning** Activities

Get ready

- Review terms:
  - **negotiation**—talking over and arranging terms
  - **compromise**—giving up part of what you want in order to get some of what you want
  - **consensus**—all people reach a general agreement
  - **mediation**—a neutral party helps those in the conflict review the process and stay focused. A mediator does not offer solutions or make judgements.

Explore and apply

- Working in pairs, outline an example of how the steps of negotiation can be used in a disagreement between two teenagers or a teenager and a parent, teacher, sports coach or job supervisor.
- Generate a list of scenarios of typical parent–teen conflicts. Topics could include cleaning your room, agreeing to a curfew, doing household tasks, eating breakfast, completing homework on time, talking on the telephone, choosing appropriate outdoor clothing. Role-play effective negotiation strategies in each situation.
- Role-play the conflict situations with a third person playing the role of mediator. Discuss what works and why.
- Create a poster outlining the steps of negotiation and mediation.
- Read and discuss the ideas in *Student information master 41: Negotiation skills* on pages B.59–B.60 in Appendix B.

Extend and commit

- Investigate how mediation helps families work out solutions that promote a win/win philosophy during divorces.

Sample **Assessment** Activities

- Imagine you are working on an important school project with another classmate. You and this classmate cannot reach an agreement on how to present the project and you also feel the other person is not carrying his or her weight of the workload. Describe at least two strategies you could use to manage this conflict.

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The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-9.7 (continued)

Teacher Background

Mediation

The mediation process involves five steps.

1. Setting the stage. Mediators remain neutral. There are no interruptions or name-calling. The parties in conflict must agree to solve the conflict.
2. Telling the story. The mediator asks each person to tell what happened. After both sides have had the opportunity to speak, the mediator summarizes, giving each person an opportunity to add anything they forgot or need to explain in clearer terms.
3. Identifying goals. The mediator leads both parties in identifying their goals, and asks each person to clarify the goals from his or her perspective.
4. Brainstorming possibilities. The mediator encourages both parties to brainstorm, using questions, such as "What would you like the other party to do?" The mediator records everything said without censoring ideas.
5. Evaluating the options. The parties choose a solution. The mediator asks each person which of the possibilities he or she is willing to work with and what he or she will do to make it work. The mediator restates the options agreed to.

The mediator should use a summary sheet for taking notes. There should be one sheet for each party or person represented. At the end of the mediation, each person or group should sign the sheet indicating that they agree with the final decision of the process.

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Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
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☐ Student Activity Master

R–9.8 *The student will* analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills.

Sample Learning Activities

Get ready
- Discuss what it means to express individuality within a group.
- Discuss reasons why it is important to maintain individuality and be true to oneself rather than conforming to what others do or think.

Explore and apply
- In small groups, identify ways you express your individuality at home, school and in the community.
- Share these ideas with the large group.
- Review the concepts of **self-respect**, **assertiveness** and **refusal skills**.
- Discuss how these concepts relate to maintaining individuality within a group.

Extend and commit
- Discuss examples of situations in which it may be counterproductive to stand out in a group.

Sample Assessment Activities

- Create a list of strategies for staying true to yourself. Describe the benefits of using these strategies.

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Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:
- ☑ Teacher Background
- ☑ Home/School/Community Connections
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- ☑ Student Activity Master

R–9.9 *The student will* evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings.

Sample Learning Activities

Get ready

- Discuss how an effective group typically has three core activities:
  - accomplishing its goals
  - maintaining itself internally
  - developing and changing in ways that improve its effectiveness.

Explore and apply

- Work with a partner to create a Venn diagram comparing and contrasting the qualities of effective and ineffective groups.
- Describe one group you are a member of and what makes it an effective group.
- Review *Student information master 42: Leading and encouraging discussions* on pages B.61–B.62 in Appendix B. Use this information in class and school meetings.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Extend and commit

- Use *Student activity master 46: Meeting evaluation* on page C.47 in Appendix C to assess meetings you participate in over the next month. Use the assessment to identify areas of strength and to set new goals for group effectiveness.

Sample Assessment Activities

- Evaluate your contribution to group effectiveness by completing this checklist evaluating your participation in class activities over the last week.

Checklist of meeting participation

I am a:	*Always*	*Often*	*Sometimes*	*Not yet*
• good listener				
• active participant in discussions				
• person who stays focused on the topics				
• person who is typically open to the ideas of others				
• person who takes any actions agreed on				
• person who prepares for the meeting				

- Add three more items to the checklist and assess your own performance for each of these indicators.

Teacher Background

Belonging

Belonging to groups is an important aspect of life. Quality of life is partially dependent on the effectiveness of the groups people belong to, and this effectiveness is partially dependent on personal group skills and knowledge of group process.

People are born into one group, the family, and their survival is dependent on this group's support. Personal identity is derived from the way in which people are perceived and treated by other members of the many groups to which they belong. People are educated in groups, work and play in groups. All stages of life are characterized by the need to belong to groups.

What effective groups look like

- Group goals are clearly understood, relevant to the needs of the group, create cooperation and derive commitment from members of the group.
- Group members communicate ideas and feelings clearly and openly.
- Participation and leadership is distributed among the members. Everyone participates, is listened to and valued as members of the group. Skills and talents of all members are recognized and used.
- Power and influence is equal throughout the group and is based on ability and expertise, not on authority.
- The group uses appropriate decision-making procedures. The type of decision making used matches available time and resources.
- Controversy and conflicts among those with differing opinions are encouraged, and used to explore alternatives and improve group decision making.
- Members are satisfied with their membership and feel a high level of trust, acceptance and support from the group.
- Problem-solving skills are strong. The group practises possible solutions and evaluates their effectiveness.
- The group encourages innovation and smart risk-taking.
- Members evaluate the effectiveness of the group and decide how to improve its functioning.

From David W. Johnson & Frank P. Johnson, *Joining Together: Group Theory and Group Skills*, 1/e (pp. 1, 3–4). Published by Allyn and Bacon, Boston, MA. Copyright © 1975 by Pearson Education. Adapted by permission of the publisher.

Individual participation in group decision making

A group member is more likely to commit to a decision if he or she has been involved in making the decision. The more members participate in discussions, the more they will believe they influenced the decision, feel committed to the decision and take on responsibility for making the decision work. People tend to value and support what they help to create.

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-9.9 (continued)

Connections

Ideas for developing group interaction skills and promoting group effectiveness

Students can:
- participate in class meetings
- take turns chairing class discussions
- reinforce others' use of correct procedures
- attend municipal council meetings as observers
- get involved in local advisory groups
- attend portions of staff meetings to present to the teaching staff on current student projects
- attend school council meetings to present to parents on current student projects
- attend leadership conferences or retreats.

Parents can:
- hold family meetings for discussing issues and encourage all family members to participate and contribute
- encourage student participation in school council
- volunteer to supervise teen activity planning meetings.

Communities can:
- offer presentations on effective meeting strategies
- invite student representatives to municipal council meetings
- respond to invitations to attend student council meetings
- meet with students to discuss proposals for teen community initiatives
- sponsor junior achievement or youth business development courses.

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Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–9.1 *The student will* apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination.

Sample Learning Activities

Get ready

- Brainstorm a list of time-management strategies you now use.
- Discuss which have been the most successful.
- Make a list of 10 advantages of using effective time-management strategies and five disadvantages of having poor time-management skills.

Explore and apply

- List typical situations during the Grade 9 year that require the use of time-management skills.
- Discuss which strategies could be most useful to specific types of learning situations.
- Write a time-management plan for yourself for a specific time frame. Include your overall goal and the time-management strategies you intend to use to reach that goal. Keep a weekly journal of your progress. List what you have done or accomplished, which time-management skills you used effectively, struggles you encountered and plans for improvement in the next week. At the end of the plan, reflect on your original goal. Did you achieve it? Why or why not? What time-management strategies did you apply effectively? What do you need to change to be more successful in future situations?
- As a class, brainstorm a list of strategies for overcoming procrastination.

Extend and commit

- Discuss the importance of time management in the workplace. Generate a list of work situations in which good time-management skills are essential.
- Interview the busiest person you know and discuss his or her time-management strategies.

Sample Assessment Activities

- Describe three time-management skills you use throughout the school day. Explain how these strategies help you be a more effective learner.
- Design a brochure outlining five effective time-management strategies you can use in your home and social life.

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Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
- ☐ Teacher Background
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L–9.2 *The student will* relate the value of lifelong learning to personal success and satisfaction.

Sample Learning Activities

Get ready

- Do a think–pair–share discussing a specific skill you learned that gave you great satisfaction. For example: learning to ride a bike.

Explore and apply

- As a class, brainstorm a list of things you learned how to do that give you a sense of personal success and satisfaction.
- List the situations in which you learned these new things and the people who helped you. Discuss how learning happens everyday. Many people in your life can be teachers.
- Brainstorm a list of things you would like to learn in the future.

Extend and commit

- Discuss how these new skills will contribute to your personal success and satisfaction.
- Discuss a favourite book or movie and analyze how the characters continued to learn throughout the story. How did new learning contribute to their personal success and satisfaction?

Sample Assessment Activities

- Create a Top ten list of learning milestones in your own life.

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Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
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L–9.3 *The student will* use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices.

Sample Learning Activities

Get ready

- Review the concept of **positive risk taking**.
- Brainstorm a list of positive risks students could take to increase their self-confidence and positive sense of self.

Explore and apply

- Brainstorm decision-making strategies for selecting positive risks. For example: weighing the pros and cons, talking it over with a parent or trusted friend.
- Discuss how making decisions for yourself gives you more personal freedom but also makes you responsible for the consequences.
- Choose a positive risk you will take in the next few weeks and write a plan for what you intend to do and why. After the time period is over, reflect on the experience. How did you make your choice? Do you now believe it was a good choice? What have you gained from the risk you took? What have you gained from the decision-making process in selecting this risk?

Extend and commit

- Share examples of talented and famous people who took positive risks that contributed to their personal growth and empowerment.

Sample Assessment Activities

- Describe one positive risk you took this month. Explain how it affected your personal growth and sense of power. Describe how you made the decision to take this risk.

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Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

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L-9 4

The student will refine personal goals and priorities relevant to learning and career paths; e.g., investigate education programs including senior high school programs and those related to potential careers.

Sample **Learning** Activities

Focus: Planning and saving for post-secondary education

Get ready

- With a partner, discuss career goals you have and steps you will need to take to reach these goals.
- As a class, discuss and define post-secondary education. Discuss the range of post-secondary opportunities available—from apprenticeships to university. Brainstorm a list of opportunities available in this province. Post the list in the classroom.

Explore and apply

- With your career goal in mind, take five minutes to write down what you think the total cost of a post-secondary education would be. List the expenses you might have and the costs of each. Multiply by the number of years of education required. Compare your estimates with a partner.
- As a class, view the video *Street Cents: Saving for School*. As you watch the video write down:
  - one or more of the saving or earning strategies that might work for you
  - one of the saving or earning strategies that would *not* work for you
  - one opinion in the video that you agreed with
  - one opinion in the video that you *disagreed* with.

  This video is also available on the Alberta Learning Information Service (ALIS) Web site, www.alis.gov.ab.ca.
- Use *Student activity master 43: Refining your goal* on page C.44 in Appendix C to look at how and why your learning and future career plan goals have changed over the past two years.
- Research options for saving and paying for post-secondary education. Use *Student activity master 44: Paying for post-secondary education* on page C.45 in Appendix C to record this information.

Extend and commit

- Make a list of the Top ten questions about planning and saving for post-secondary education.
- Interview several students who are currently attending college, university or other post-secondary training. Discuss career goals, how they saved for their education and what advice they have about financing a post-secondary education.

Outcome L-9.4 (continued)

Sample Assessment Activities

- Use *Student activity master 45: Financial goals* on page C.46 in Appendix C to develop an action plan for planning and saving for your post-secondary education.
- Use the following rubric to evaluate your completed *Financial goals*.

4 *Meets standard of excellence*	3 *Exceeds acceptable standard*	2 *Meets acceptable standard*	1 *Needs improvement to meet acceptable standard*
• clearly and specifically identifies career, educational and financial goals	• clearly identifies career, educational and financial goals	• identifies basic career, educational and financial goals	• vague identification of career, educational and financial goals
• accurate and detailed estimate of costs	• accurate estimate of costs	• reasonable estimate of costs	• unreasonable or incomplete estimate of costs
• identifies multiple innovative strategies for saving money before and during post-secondary training	• identifies multiple strategies for saving money before and during post-secondary training	• identifies basic strategies for saving money before and during post-secondary training	• vague or unrealistic strategies for saving money before and during post-secondary training

Connections

Ideas for promoting awareness of education programs and financial assistance for post-secondary education

Students can:

- talk to their parents about plans for financing post-secondary education
- talk to older students attending post-secondary training, and discuss career goals and financing of education
- update portfolio with career, learning and financial goals, and action plans for saving for post-secondary education
- visit the ALIS Web site at www.alis.gov.ab.ca
- create posters encouraging students in the school to begin thinking about and planning for their post-secondary education.

Parents can:

- discuss planning and saving for post-secondary education with their children
- participate in *Take our kids to work* program
- attend information sessions on student funding and post-secondary opportunities available to their children
- visit the ALIS Web site at www.alis.gov.ab.ca.

Outcome L-9.4 (continued)

Communities can:

- organize information nights on registered educational savings plans, inviting local banks and trust companies
- encourage local colleges, universities and technical institutes to participate in career information fairs
- sponsor bursaries and scholarships for first-year post-secondary students
- encourage students from colleges, universities and technical institutes to visit junior and senior high schools to talk with students and share personal experiences about planning and saving for post-secondary education.

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Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
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L–9.5 *The student will* extend and improve a personal portfolio; e.g., include sample application form, personal résumé, answers to typical interview questions.

Sample Learning Activities

Get ready

- Review your personal skills and interests portfolio.

Explore and apply

- Brainstorm additional categories that you might include in a personal portfolio. For example:
  - dreams and aspirations
  - interests
  - values
  - experience
  - goals and action plans
  - secondary education information
  - career information.
- Develop a format for collecting and organizing information. For example, a three-ring binder with tab dividers makes it easy to add and remove information. Organizing by category and preparing summary sheets for each category may also be helpful.
- Set up a system for reviewing the portfolio. Include self-evaluation, peer review and teacher conferencing. Develop checklists for each review and encourage regular monitoring and evaluation.

Extend and commit

- Invite community members to visit the class, show their professional portfolios and discuss how they use portfolios to set career goals and measure growth. Possible speakers could include a new teacher, a commercial artist, a writer, an architect, a visual artist or a public relations specialist.

Sample Assessment Activities

- Describe one new thing you learned about yourself from working on your personal portfolio. Describe the types of new information you would like to add to your portfolio over the next year.

Teacher Background

Further information

For more information on personal portfolio development, see pages 76–80 and 124–126 of this guide.

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Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
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L–9.6 *The student will* develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind.

Sample Learning Activities

Get ready

- Make a Venn diagram showing similarities and differences between junior high and senior high school.

Explore and apply

- Working in small groups, identify three ways high school will be different from junior high school and outline the adaptations you will have to make. Discuss how you can begin preparing for the transition.
- Review registration packages from local senior high schools and outline the courses you intend to take in each of the three years of senior high school. Discuss the following questions.
  - "Why is it essential to check out college and university requirements before you begin high school?"
  - "What other information do you need before you choose courses?"
- Share your plan with other students and discuss the pros and cons of each plan.

Extend and commit

- Interview three current Grade 10 students to find out how they found the transition from junior high to senior high school. Are there any things they would have done differently? What was one thing about senior high school that surprised them? Did they have to make changes in their work habits and study practices when they went into senior high school?

Sample Assessment Activities

- List three potential career choices and explain how these choices will influence the courses you take in senior high school.
- Complete the following statements:
  - "Junior high has been …"
  - "What I will miss most about junior high is …"
  - "In senior high school, I'm looking forward to …"
  - "I'm a little worried about …"
  - "To get ready for senior high school, I …"

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Outcome L-9.6 (continued)

Connections

Ideas for supporting successful transitions from junior and senior high school

Students can:
- attend open houses in local high schools
- read literature provided by high school personnel in preparation for high school registration
- talk to parents, older siblings, friends or cousins about high school course selection
- become informed about entrance requirements for post-secondary institutions
- plan for academic success in the current year to maximize their entrance possibilities for the following year
- visualize themselves in high school, concentrating on goals and hopes for academic and extracurricular performance
- write a goal plan for their first year in high school.

Parents can:
- encourage teens to strive for their personal best in preparing for high school
- be aware of high school registration dates and procedures in the local area
- attend high school open houses with teens and ask pertinent questions
- talk to teens about high school course selection
- become informed about current high school experiences
- talk about differences between their own experience and that which their teens are facing.

Communities can:
- sponsor scholarships to promising Grade 9 students entering local high schools
- recognize Grade 9 graduates in local papers
- sponsor and support Grade 9 graduation fund-raisers or celebrations
- provide guest speakers from the community to address Grade 9 graduates at open houses or graduation ceremonies.

GRADE

9

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

☐ Teacher Background

☑ Home/School/ Community Connections

☑ Student Information

☑ Student Activity Master

L–9.7 *The student will* analyze the potential impact of volunteerism on career opportunities.

Sample Learning Activities

Get ready

- Discuss the ways in which volunteer experiences can lead to career opportunities. For example, it provides an opportunity to see if you like the field; you make contacts in a field of interest; you can develop a reputation as a hard worker for future paid positions.
- Review and discuss *Student information master 43: Volunteering and career building* on pages B.63–B.64 in Appendix B and *Student information master 44: Volunteer work* on pages B.65–B.66 in Appendix B.

Explore and apply

- Complete *Student activity master 41: Your skills and volunteering* on page C.42 in Appendix C. Discuss.
- Design several pages for your personal portfolio that illustrate your volunteer interests and experiences. Analyze the portfolio pages you designed. What new skills did you learn from volunteering? What are the potential career-related benefits?

Extend and commit

- Identify five potential volunteer activities that you might like to participate in. Explain how these activities connect with your career aspirations.

Sample Assessment Activities

- List five ways that volunteer experience as a playground leader could potentially affect future career opportunities.
- Complete *Student activity master 42: What I believe about volunteering* on page C.43 in Appendix C.

Connections

Ideas for promoting volunteerism in school and community

Students can:

- volunteer in local businesses and social agencies
- organize peer education projects on workplace preparation within the school
- be aware of rules for safety in volunteer or part-time work
- ask employers or providers of volunteer experiences about rights and responsibilities.

Outcome L-9.7 (continued)

Parents can:
- participate in the *Take our kids to work* program
- provide opportunities for teens to talk about issues in their jobs, volunteer placements or work experiences.

Communities can:
- provide volunteer and part-time employment for teens in the community
- expect and reward responsible efforts from teen volunteers
- encourage teen volunteers to complete their education.

GRADE
9

Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:
☐ Teacher Background
☐ Home/School/ Community Connections
☐ Student Information
☐ Student Activity Master

L–9.8 *The student will* investigate personal safety procedures for working as a volunteer; e.g., work in pairs.

Sample Learning Activities

Get ready

- Identify personal safety issues one might encounter while working as a volunteer.

Explore and apply

- Identify strategies for preventing safety problems while working as a volunteer. For example, work in pairs; work with a trusted adult supervisor who is there at all times; don't accept duties which make you uncomfortable.

Extend and commit

- Interview volunteer coordinators at agencies in your community and find out how they promote volunteer safety.

Sample Assessment Activities

- Create a volunteer tip sheet that focuses on how to plan for safety.

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Teacher planning tool #1

Sample letter to inform parents of human sexuality instruction

School letterhead

April 25, 2---

Dear Parents,

Our classroom is bursting with growing plants (part of our *Plant Growth and Change* science unit) and growing children! Since we will be exploring and discussing how things in nature adapt to change all month, this will also be a good time to introduce the topic of how people change through our health and life skills program.

During the week of May 8, our class will be doing a number of learning activities focusing on how individuals' interests, abilities and emotions change over the years. We'll look specifically at the physical, emotional and social changes that occur during puberty. We will be viewing and discussing two videos and students will receive a booklet with information and pictures about physical changes. Parents are welcome to drop by the class and have a look at these materials from 4–6 p.m. on April 29. If you have questions please feel free to phone me at 439–XXXX.

Parents may ask that their child *not* participate in this human sexuality instruction component of the health and life skills program. Any children not participating in these activities will work on an alternate health-related research project with Mr. Bovine, our teacher–librarian. If you choose to exempt your child from this instruction component, please submit the request in writing to the school principal by May 2.

Sincerely,

Marty Brander
Grade 4 teacher

Teacher planning tool #2

Hosting a community resource person checklist

Name ____________________

Agency ____________________

Mailing address ____________________

Telephone number ____________________

Fax ____________________

E-mail ____________________

Topic ____________________

Date and time ____________________

Audience ____________________

Materials/equipment required ____________________

Planning

- ☐ Discuss focus and content of presentation
- ☐ Review specific curriculum outcomes in Health and Life Skills Program of Studies with guest
- ☐ Share strategies for interacting with students
- ☐ Give directions to school and classroom

Preparing students

- ☐ Brainstorm questions
- ☐ Post questions
- ☐ Review behavioural expectations
- ☐ Assign student to introduce speaker
- ☐ Gather materials and equipment
- ☐ Make name tags for students

Follow-up

- ☐ Thank-you letter
- ☐ Article for class or school newsletter

Teacher planning tool #3

Tips for community resource people

Teacher ______________________ Grade ____________
Subject area ______________________ Number of students ________
School name ______________________________________
Address ______________________________________
Fax ______________________ E-mail ____________

Topic ______________________________________
Date and time ______________________________________
Room ______________________ Duration ____________
Equipment requested ______________________________________
Materials to bring ______________________________________

Planning

☐ Discuss focus and content of presentation with teacher.
  - What are the goals of this session?
  - What are the related specific outcomes in the Health and Life Skills Program of Studies?
  - What do students already know?
  - Are there any sensitive topics of discussion I should be aware of?
  - How will students be using this information?

☐ Discuss strategies for interacting with students.
  - How do these students learn best?
  - Are there some management strategies I should be aware of?

☐ Confirm directions to school and classroom.

As you prepare for your discussion with students, consider including information about:

- how community organizations encourage people to make healthy choices
- strategies for building positive relationships
- why you choose to be involved with your organization or profession
- your personal experiences with a particular health issue
- your volunteer experience.

Tips for interacting with students

- Think of ways to personalize the information—how does your topic relate to students' lives?
- Ask questions to find out what students know and believe about your topic.
- Use visual aids to help students focus on and better understand information.
- Ensure the vocabulary and concepts are age-appropriate.
- Think of ways to vary the pace.
- Maintain good eye contact while talking.
- Move around the classroom.
- When appropriate, provide a memento of the visit, such as a pin or brochure.

Calendar of designated dates, Alberta

September
- Alberta Walks the Talk About Back to School Safety (Alberta Infrastructure, Traffic Safety Services)
- Yellow Ribbon Week (suicide prevention – Yellow Ribbon Program)

October
- Canadian Living Awareness Month (Alberta Association for Community Living)
- Agriculture and Food Week (Growing Alberta)
- Canadian Career Week (Alberta Human Resources and Employment, Career and Labour Market Information)
- Dental Hygiene Week (Alberta Dental Hygienists' Association)
- Fire Prevention Week (Alberta Municipal Affairs, Fire Commissioner's Office)
- Immunization Week, National (Alberta Health and Wellness, Disease Control and Prevention; Canadian Public Health Association)
- International Day of the Eradication of Poverty (United Nations)
- Mental Illness Awareness Week (Canadian Psychiatric Association; Canadian Mental Health Association; Schizophrenia Society of Alberta; Alberta Mental Health Board)
- National Block Parent Week (Alberta Block Parent Association)
- National Influenza Immunization Campaign (Canadian Public Health Association)
- National School Safety Week (Canada Safety Council)

November
- AIDS Awareness Week (Canadian AIDS Society; Alberta Health and Wellness, Population Health Strategies; World Health Organization)
- Family Violence Prevention Week (Alberta Children's Services, Office for the Prevention of Family Violence)
- National Community Safety and Crime Prevention Week (Canada Safety Council)
- National Home Fire Safety Week (Canada Safety Council)
- National Addictions Awareness Week
- Take Our Kids to Work Day (Alberta Learning, Special Programs Branch)

December
- Christmas Fire Safety Campaign (Alberta Municipal Affairs, Fire Commissioner's Office)
- International Day of Disabled Persons (United Nations)
- World AIDS DAY (Canadian AIDS Society; Alberta Health and Wellness, Population Health Strategies; World Health Organization)

January
- International Snowmobile Safety Week (Alberta Snowmobile Association)
- National Non-Smoking Week (Canadian Council for Tobacco Control; Canadian Cancer Society)
- Weedless Wednesday (Canadian Council for Tobacco Control; Canadian Cancer Society)

February
- Heart Month (Heart and Stroke Foundation of Alberta and NWT)
- Brotherhood/Sisterhood Week (Canadian Council of Christians and Jews)
- Burn Awareness Week (Alberta Municipal Affairs, Fire Commissioner's Office)
- Random Acts of Kindness Week (Edmonton Community Foundation)
- Family Day (3rd Monday in February)

March
- Asthma and Allergies Awareness Month (Alberta Lung Association)
- Nutrition Month (Dietitians of Canada)
- National Farm Safety Week (Alberta Agriculture, Food and Rural Development, Farm Safety Program; Canada Safety Council)
- Pharmacy Awareness Week (Alberta Pharmaceutical Association)
- Suicide Awareness Week (Alberta Mental Health Board)
- International Day for the Elimination of Racial Discrimination (Alberta Community Development, Human Rights and Citizenship Branch; United Nations)
- World Day for Water (United Nations)
- World TB Day (Alberta Health and Wellness, Tuberculosis Control; World Health Organization)

April
- National Dental Health Month (Alberta Dental Association)
- Volunteer Week (Wild Rose Foundation; Volunteer Centre of Edmonton)
- World Health Day (World Health Organization)

May
- Motorcycle and Bicycle Safety Month (Edmonton Safety Council)
- Impaired Driving Awareness Week (People Against Impaired Driving)
- Mental Health Week (Canadian Mental Health Association; Alberta Mental Health Board)
- National Summer Safety Week (Canada Safety Council)
- National Sun Awareness Week (Canadian Dermatology Association)
- Canada Health Day (Canadian Public Health Association)
- International Day of Families (United Nations)
- World No-Tobacco Day (World Health Organization; Canadian Council for Tobacco Control)

May/June
- Safe Kids Week (KIDSAFE Connection)
- St. John Ambulance First Aid Week (St. John Ambulance)
- Water Safety Week (Canadian Red Cross)

For more information on these and other events, an annual edition of *Calendar of Designated Dates* is available for purchase from the Queen's Printer Bookstore.

Teacher planning tool #5

Instructional strategies tracker

Unit ____________________			Date __________	
Case scenarios	Current events	Debate	Drama	Field trip
Games	Guest lecture	Imagery	Internet search	Investigative interviewing
Lecture	Literature connection	Mapping	Music	Other technology
Panel discussion	Poetry	Problem solving	Role-playing	Small group work
Student presentations	Videos			

Teacher planning tool #6

Year plan for ______________________________

Dates:	September	October	November	December	January
General outcome					
Specific outcomes					
Learning activities					
Assessment activities					
Resources					

Teacher planning tool #6

Year plan for ______________________________

Dates:	February	March	April	May	June
General outcome					
Specific outcomes					
Learning activities					
Assessment activities					
Resources					

Teacher planning tool #7

Health and life skills unit plan

Title:

Timeline:

General outcome

Specific outcomes

Getting ready activities
(Strategies for activating and assessing prior knowledge, and creating interest in new unit.)

Learning strategies and activities
(Students process and apply new information.)

Assessment strategies and activities

Extending and committing strategies
(Students extend their learning and commit to healthy behaviour.)

Resources

Home/School/Community connections

Cross-curricular connections

Teacher planning tool #8

Health and life skills lesson plan

Grade ________ Time required ________ Date ____________________

General Outcomes	Wellness Choices			Relationship Choices			Life Learning Choices		
Themes	Personal Health	Human Sexuality	Safety and Responsibility	Understanding and Expressing Feelings	Interactions	Group Roles and Processes	Learning Strategies	Life Role and Career Development	Volunteerism

Specific Outcome: ____

Activating learning activities	Assessment
Applying	Home/School/Community connections
Extending and committing	Cross-curricular connections
Resources	Comments and revisions

Teacher planning tool #9

Name: ______________________ Date: __________

Checklist

Grade: ____

Specific outcome: __________

Title: ______________________________

__________ can:	Yes	Not yet
• ______________________	☐	☐
• ______________________	☐	☐
• ______________________	☐	☐
• ______________________	☐	☐
• ______________________	☐	☐
• ______________________	☐	☐
• ______________________	☐	☐
• ______________________	☐	☐
• ______________________	☐	☐
• ______________________	☐	☐

Name: ______________________________ Date: ____________

Rating scale

Grade: _____

Specific outcome: _______

Title: ____________________

	1 never	2 sometimes	3 usually	4 always
• ____________________	●	●	●	●
• ____________________	●	●	●	●
• ____________________	●	●	●	●
• ____________________	●	●	●	●
• ____________________	●	●	●	●
• ____________________	●	●	●	●
• ____________________	●	●	●	●

Teacher planning tool #11

Rubric for ____________________ **Name:** ____________

Criteria *(What counts)*	4 Excellent	3 Proficient	2 Meets grade level expectations	1 Does not meet grade level expectations
				☐ Work was not completed. ☐ Task demonstrates minimal effort. ☐ The learning has not yet been achieved.
				Plan for improvement
Work habits ☐ worked independently ☐ worked with minimal assistance ☐ worked with some assistance ☐ required constant supervision and assistance				

Teacher planning tool #12

Kindergarten
Health and Life Skills–Physical Education connections

Health and Life Skills		Physical Education	
Wellness Choices			
WK.1	describe ways, and make choices, to be physically active daily	AK–1	experience and develop locomotor skills through a variety of activities
		AK–3	experience and develop nonlocomotor skills through a variety of activities
		AK–7	experience the basic skills in a variety of environments; e.g., playground
		AK–8	experience movement to respond to a variety of stimuli; e.g., music
		BK–3	experience cardio-respiratory activities
		BK–6	experience how physical activity makes one feel
		DK–1	show a willingness to participate regularly in short periods of activity with frequent rest intervals
		DK–2	participate with effort in physical activities
		DK–7	make choices to be involved in a variety of movement experiences
		DK–9	make choices to be active
WK.5	recognize that nutritious foods are needed for growth and to feel good, have energy; e.g., nutritious snacks	BK–1	recognize appropriate nutritional habits
WK.9	describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground	DK–3	show a willingness to listen to directions and simple explanations
Relationship Choices		**Cooperation**	
RK.4	identify and begin to demonstrate effective listening; e.g., actively listen, respond appropriately	CK–1	begin to develop respectful communication skills appropriate to context
RK.6	demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play	CK–3	identify and demonstrate etiquette and fair play
		CK–5	display a willingness to play alongside others
Life Learning Choices		**Do it Daily!**	
LK.2	demonstrate curiosity, interest and persistence in learning activities	DK–1	show a willingness to participate regularly in short periods of activity with frequent rest intervals
		DK–7	make choices to be involved in a variety of movement experiences

Teacher planning tool #13

Grade 1
Health and Life Skills–Physical Education connections

Health and Life Skills		Physical Education	
Wellness Choices		**Benefits Health**	
W1.1	describe the benefits of physical activity	B1–6	describe how physical activity makes you feel
		B1–7	recognize the changes that take place in the body during physical activity
		B1–8	understand the connections between physical activity and emotional well-being; e.g., feels good
W1.5	recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast	B1–1	identify healthy nutritional habits
Relationship Choices		**Cooperation**	
R1.1	recognize and demonstrate various ways to express feelings; e.g., verbal and nonverbal	C1–1	develop and demonstrate respectful communication skills appropriate to context
R1.5	identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening	C1–3	identify and demonstrate etiquette and fair play
R1.8	work cooperatively with a partner; e.g., take turns, respect space and property of others	C1–5	display a willingness to play cooperatively with others in large and small groups
Life Learning Choices		**Do it Daily!**	
L1.4	define a goal, and recognize that setting goals helps accomplish tasks	D1–6	participate in a class activity with a group goal; e.g., walk a predetermined distance

Teacher planning tool #14

Grade 2
Health and Life Skills–Physical Education connections

Health and Life Skills	Physical Education
Wellness Choices	**Benefits Health**
W2.1 describe the effects of combining healthy eating and physical activity	B2–1 recognize that “energy” is required for muscle movement
W2.3 demonstrate appreciation for own body; e.g., make positive statements about activities one can do	B2–4 identify personal physical attributes that contribute to physical activity
W2.4 describe personal body image	
W2.9 describe and apply safety rules when using physical activity equipment; e.g., bicycle, scooter, inline skates	D2–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity
Relationship Choices	**Benefits Health** **Cooperation**
R2.3 identify possible psychological and physiological responses to stress	B2–8 understand the connections between physical activity and emotional well-being; e.g., feels good
R2.6 develop strategies to show respect for others; e.g., show interest when others express feelings, offer support	C2–1 identify and demonstrate respectful communication skills appropriate to context
R2.8 recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer	C2–5 display a willingness to play cooperatively with others of various abilities, in large or small groups
Life Learning Choices	**Do it Daily!**
L2.4 recognize that it takes time and effort to accomplish goals	D2–6 practise setting a short-term goal related to positive effort to participate in a physical activity

Teacher planning tool #15

Grade 3
Health and Life Skills–Physical Education connections

Health and Life Skills		Physical Education	
Wellness Choices		**Do it Daily!**	
W3.1	analyze the factors that affect choices for physical activity; e.g., the impact of technology/media	D3–2	describe factors that encourage movement and a personal feeling about movement
Relationship Choices		**Cooperation**	
R3.4	develop, with guidance, effective communication skills and strategies to express feelings; e.g., appropriate expression of anger	C3–1	describe and demonstrate respectful communication skills appropriate to context
R3.8	develop skills to work cooperatively in a group	C3–5	display a willingness to share ideas, space and equipment when participating cooperatively with others
R3.9	encourage fair play through modelling; e.g., model fair play and safe play practices to cross-age groupings	C3–3	identify and demonstrate etiquette and fair play
Life Learning Choices		**Benefits Health** **Cooperation**	
L3.5	examine personal skills and assets; e.g., physical, verbal, intellectual	B3–4	describe personal physical attributes that contribute to physical activity
L3.6	examine the responsibilities associated with a variety of age-appropriate roles; e.g., family member, friend	C3–4	accept responsibility for assigned roles while participating in physical activity

Teacher planning tool #16

Grade 4
Health and Life Skills–Physical Education connections

Health and Life Skills		Physical Education	
Wellness Choices		**Benefits Health** **Do it Daily!**	
W4.1	explore the connections among physical activity, emotional wellness and social wellness	B4–6	describe positive benefits gained from physical activity; e.g., physically, emotionally, socially
W4.5	analyze the need for variety and moderation in a balanced diet; e.g., role of protein, fats, carbohydrates, minerals, water, vitamins	B4–1	identify the nutritional needs related to physical activity
W4.10	describe and demonstrate ways to assist with the safety of others; e.g., helping younger children play safely and cross streets safely	D4–5	describe how to move safely in various environments; e.g., skating rink
Relationship Choices		**Benefits Health** **Cooperation**	
R4.3	recognize that management of positive/negative stress can affect health	B4–8	understand the connection between physical activity, stress management and relaxation
R4.4	demonstrate respectful communication skills; e.g., describe behaviours that show respect for the feelings of others	C4–1	articulate and demonstrate respectful communication skills appropriate to context
R4.7	practise effective communication skills and behaviours to reduce escalation of conflict; e.g., monitor personal body language	C4–6	identify and demonstrate positive behaviours that show respect for self and others
R4.8	describe and accept roles and responsibilities within a group	C4–4	select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences
Life Learning Choices		**Do it Daily!**	
L4.4	distinguish among, and set, different kinds of goals; e.g., short-term and long-term personal goals	D4–6	set and achieve a long-term goal to increase effort and participation in one area of physical activity
		D4–7	demonstrate different ways to achieve an activity goal that is personally challenging

Teacher planning tool #17

Grade 5
Health and Life Skills–Physical Education connections

Health and Life Skills

Wellness Choices

W5.1 examine the impact of physical activity, nutrition, rest and immunization on the immune system

W5.4 examine the impact that changes in interests, abilities and activities may have on body image

W5.8 promote safety practices in the school and community

W5.9 determine appropriate safety behaviours for community recreational situations; e.g., using snowmobiles, all-terrain vehicles, trampolines

Relationship Choices

R5.3 recognize that stressors affect individuals differently, and outline ways individuals respond to stress
R5.4 practise effective communication skills; e.g., active listening, perception checks
R5.9 explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members

Life Learning Choices

L5.4 analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits

Physical Education

Benefits Health / Do it Daily!

B5–1 explain the relationship between nutritional habits and physical activity
B5–7 describe how physical activity influences physical fitness and the body systems
B5–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
D5–3 identify and follow rules, routines and procedures for safety in a variety of activities
D5–5 identify safe practices that promote an active, healthy lifestyle; e.g., water safety

Benefits Health / Cooperation

B5–8 understand the connection between physical activity, stress management and relaxation
C5–1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity

Do it Daily!

D5–6 set long-term goals to improve personal performance based on interests and abilities
D5–7 demonstrate different ways to achieve an activity goal that is personally challenging

Teacher planning tool #18

Grade 6
Health and Life Skills–Physical Education connections

Health and Life Skills	Physical Education
Wellness Choices	**Benefits Health**
W6.1 evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection	B6–2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity B6–6 identify and plan for personal positive benefits from specific physical activity B6–7 describe and chart individual fitness changes as a result of engaging in physical activity B6–8 understand the connection between physical activity, stress management and relaxation
W6.4 examine how health habits/behaviours influence body image and feelings of self-worth	B6–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
W6.5 analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants	B6–1 explain the relationship between nutritional habits and performance in physical activity
Relationship Choices	**Benefits Health** **Cooperation** **Activity**
R6.2 establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings	C6–1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences
R6.3 develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity	B6–8 understand the connection between physical activity, stress management and relaxation
R6.9 make decisions cooperatively; e.g., apply a consensus-building process in group decision making	C6–5 describe and demonstrate practices that contribute to teamwork C6–6 identify and demonstrate positive behaviours that show respect for self and others A6–11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games
Life Learning Choices	**Do it Daily!**
L6.4 identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans	D6–7 analyze and create different ways to achieve an activity goal that is personally challenging

Teacher planning tool #19

Grade 7
Health and Life Skills–Physical Education connections

Health and Life Skills		Physical Education	
Wellness Choices		**Benefits Health** / **Do it Daily!**	
W7.1	compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection	D7–1	participate regularly in, and identify the benefits of, an active lifestyle
W7.4	analyze the messages and approaches used by the media to promote certain body images and lifestyle choices	B7–4	identify different body types and how all types can contribute to, or participate positively in, physical activity
W7.5	relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity	B7–1	analyze personal nutritional habits and how they relate to performance in physical activity
W7.6	analyze social factors that may influence avoidance and/or use of particular substances	B7–5	discuss performance-enhancing substances as a part of the negative effect on physical activity
Relationship Choices		**Benefits Health** / **Cooperation** / **Activity**	
R7.3	identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection	B7–8	understand the connection between physical activity, stress management and relaxation
R7.4	analyze and practise constructive feedback; e.g., giving and receiving	C7–1	communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
R7.9	develop group goal-setting skills; e.g., collaboration	A7–11	demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity
		C7–5	select and apply practices that contribute to teamwork
		C7–6	identify and demonstrate positive behaviours that show respect for self and others
Life Learning Choices		**Do it Daily!**	
L7.4	revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community	D7–6	record and analyze personal goals based on interests and abilities
		D7–7	evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging

Teacher planning tool #20

Grade 8
Health and Life Skills–Physical Education connections

Health and Life Skills		Physical Education	
Wellness Choices		Benefits Health	
W8.4	develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look	B8–4	acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images
W8.5	evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods	B8–1	monitor and analyze a personal nutrition plan that affects physical performance
W8.6	analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving	B8–5	discuss performance-enhancing substances and how they can affect body type in relation to physical activity
Relationship Choices		Benefits Health Cooperation	
R8.3	evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours	B8–8	describe and perform appropriate physical activities for personal stress management and relaxation
R8.9	describe the characteristics of, and demonstrate skills of, an effective leader and group member	C8–4	describe, apply and practise leadership and followership skills related to physical activity

Teacher planning tool #21

Grade 9
Health and Life Skills–Physical Education connections

Health and Life Skills		Physical Education	
Wellness Choices		Benefits Health, Cooperation, Do it Daily!	
W9.1	use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement	D9–9	develop strategies to counteract influences that limit involvement in physical activity
W9.4	analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal	B9–4	acknowledge and analyze the media and peer influences on body image
W9.5	develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines	B9–1	design, monitor and personally analyze nutrition programs that will affect physical performance
W9.11	use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour	C9–2	identify and discuss the positive behaviours that are demonstrated by active living role models
Relationship Choices		Benefits Health, Cooperation	
R9.3	analyze, evaluate and refine personal strategies for managing stress/crises	B9–8	select and perform appropriate physical activities for personal stress management and relaxation
R9.8	analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills	C9–6	identify and demonstrate positive behaviours that show respect for self and others
R9.9	evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings	C9–4	describe, apply, monitor and practise leadership and followership skills related to physical activity
		C9–5	develop practices that contribute to teamwork

Wash your hands

Name: **Date:**

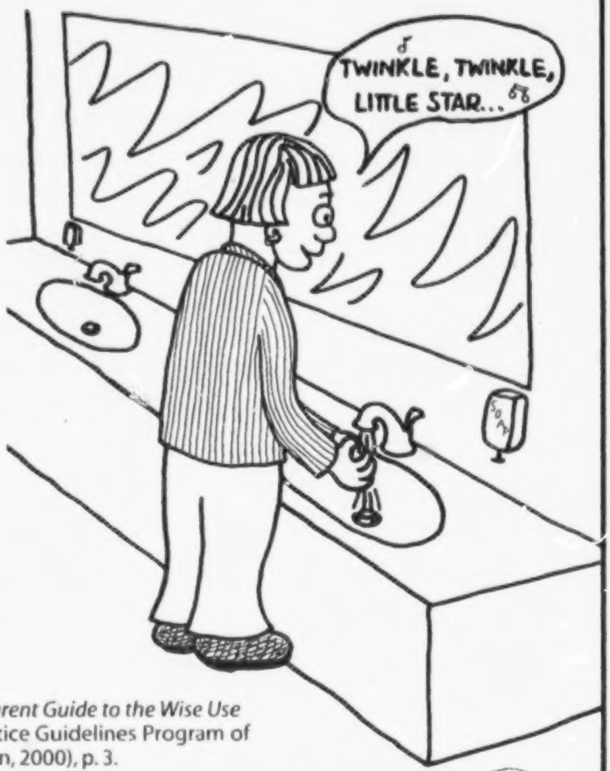
Washing your hands is the best way to stop the spread of germs that cause colds, flu and sore throats. Most common infections are spread by hands.

When to wash your hands

- ✔ before meals
- ✔ after using the toilet
- ✔ after blowing your nose
- ✔ after playing with toys shared with other children.

How to wash your hands

- ✔ Use soap and water. Washing with water alone does not get rid of germs.
- ✔ Do not use *antibacterial soap.*
- ✔ Rub your hands together for at least 20 seconds (or the time it takes to sing *Twinkle, Twinkle Little Star).*
- ✔ Rinse your hands for 10 seconds.
- ✔ Dry your hands with a towel.



Adapted with permission from *Do Bugs Need Drugs? A Parent Guide to the Wise Use of Antibiotics* (Edmonton, AB: Capital Health, Clinical Practice Guidelines Program of the Alberta Medical Association, Alberta Lung Association, 2000), p. 3.

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Is it safe?

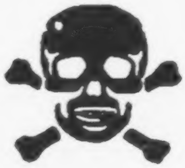
W-1.6

STUDENT INFORMATION MASTER #2

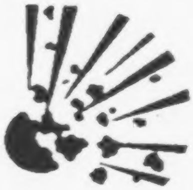
Name: **Date:**

Hazardous product symbols

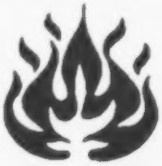
These symbols show the type of hazard a product contains.



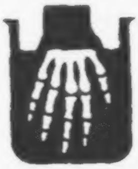
Poison



Explosive

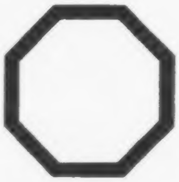


Flammable

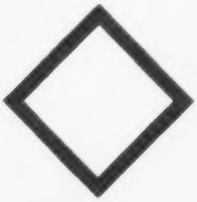


Corrosive

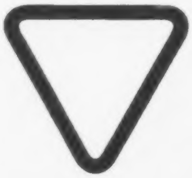
These frames show the DEGREE of that hazard.



Danger



Warning



Caution

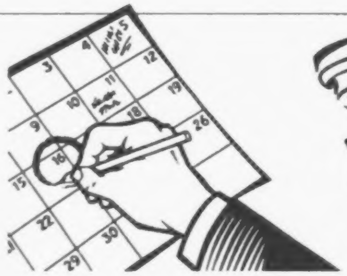
Fire safety

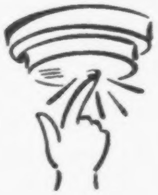
W-1.8

STUDENT INFORMATION MASTER **#3** *(1 of 2)*

Name: **Date:**

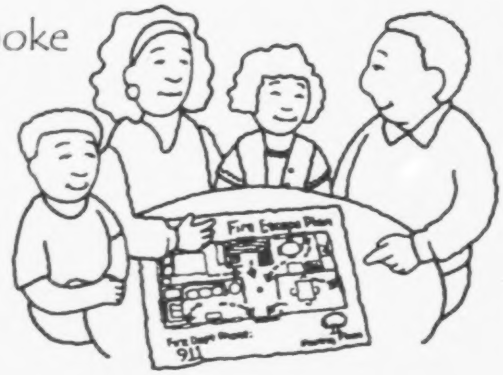
1. Encourage your family to test the smoke detector in your home once a month.





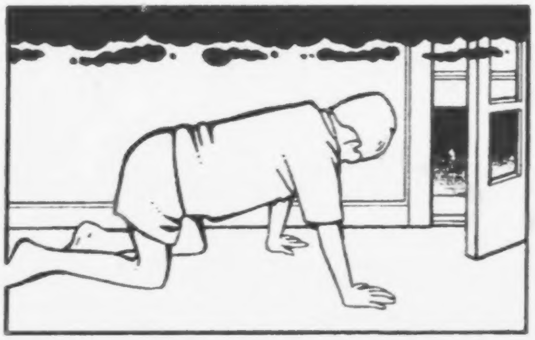
2. Know what to do when the smoke detector or alarm sounds.

- ◇ Know two ways out of every room.
- ◇ Leave the building.
- ◇ Go to your meeting place.
- ◇ Stay out of the building.

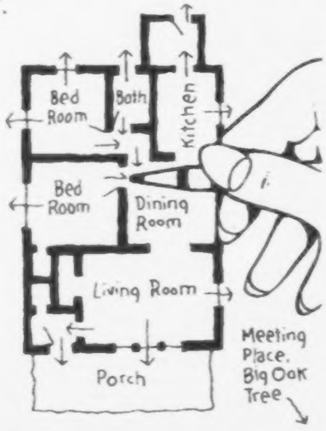

Fire Escape Plan
911

The first way out is the **door**.

The second way out is the **window**.



If there is smoke, crawl under the smoke.


Bed Room
Bath
Kitchen
Bed Room
Dining Room
Living Room
Porch
Meeting Place, Big Oak Tree

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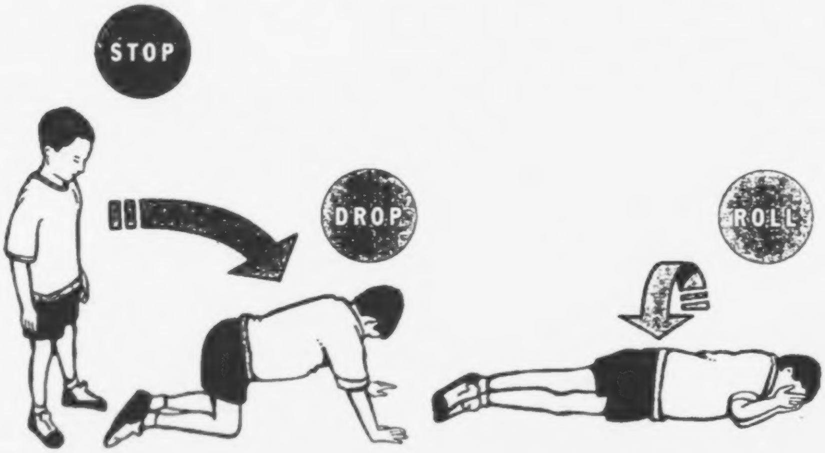
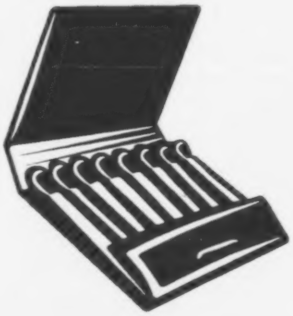
3. If your clothes catch fire: stop, drop and roll.



4. Tell an adult if you find matches or lighters.



Adapted from *Risk Watch®–Grades Pre-K and K, Lesson 2: Fire and Burn Prevention* (Quincy, MA: National Fire Protection Association, 1998). Adapted with permission of the National Fire Protection Association. The name and image of Risk Watch® are registered trademarks of the National Fire Protection Association, Quincy, MA 02269.

Think and Walk Safely

W-1.9

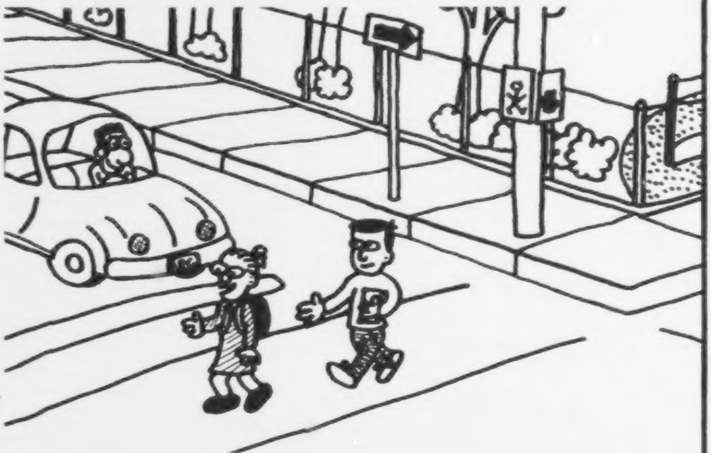
STUDENT INFORMATION MASTER #4

Name: **Date:**

- ◇ Look for walk lights and crosswalks.
- ◇ Walk on the sidewalk.
- ◇ If there are no sidewalks, walk on the side of the road facing traffic.
- ◇ Cross the road at the corner of the street or at a marked crosswalk. Never cross in the middle of the road.
- ◇ Watch for cars backing up and cyclists.
- ◇ Obey walk lights. Cross the street only when you see the walk sign and only when all cars have stopped.
- ◇ If the walk hand begins flashing while you are crossing, continue walking to the other side.
- ◇ Cross driveways and alleys like any other road. Stop and look left, right, ahead and behind to make sure no cars are coming.
- ◇ Never run out from between parked cars.

Remember to point, pause and proceed as you cross the street.

- ◇ *Point* across the road with your arm extended to let drivers know you want to cross.
- ◇ *Pause* until cars stop. Make eye contact with drivers.
- ◇ *Proceed* with your arm still extended when all cars have stopped. Keep scanning both sides of the road for hidden dangers. Drivers in other lanes can't always see you.



Adapted with permission from Alberta Traffic Safety Initiative, "Walk the Talk Pedestrian Safety Checklist," <http://www.saferoads.com/safety/educators/epedestrians.html> (July 27, 2001).

Twenty ways you can be a friend to others

Name: **Date:**

1. Ask them to play with you.
2. Ask them what they would like to play.
3. Let them go first.
4. Play fair.
5. Be a good sport.
6. Ask them about their ideas.
7. Listen to their stories.
8. Offer to share things.
9. Offer to help them with things.
10. Be honest.
11. Help them feel better when they make mistakes.
12. Stick up for them.
13. Offer to do them a favour.
14. Listen to them.
15. Encourage them when they try new things.
16. Give them compliments.
17. Keep secrets and promises.
18. Apologize if you hurt their feelings.
19. Forgive them if they do something wrong.
20. Let them have other friends.

Adapted from Pat Huggins, Larry Moen and Donna Wood Manion, *Teaching Friendship Skills: Primary Version. The ASSIST Program–Affective/Social Skills: Instructional Strategies and Techniques* (Longmont, CO: Sopris West, 1993), p.193. Adapted with permission from Sopris West.

Work it out!

Name: **Date:**

1. Calm down.

2. Talk it out.

3. Ask questions.

4. Don't blame, call names or use put-downs.

5. Try different ideas.

6. Ask for help.

WE NEED TO SOLVE THIS PROBLEM

Bike Safety

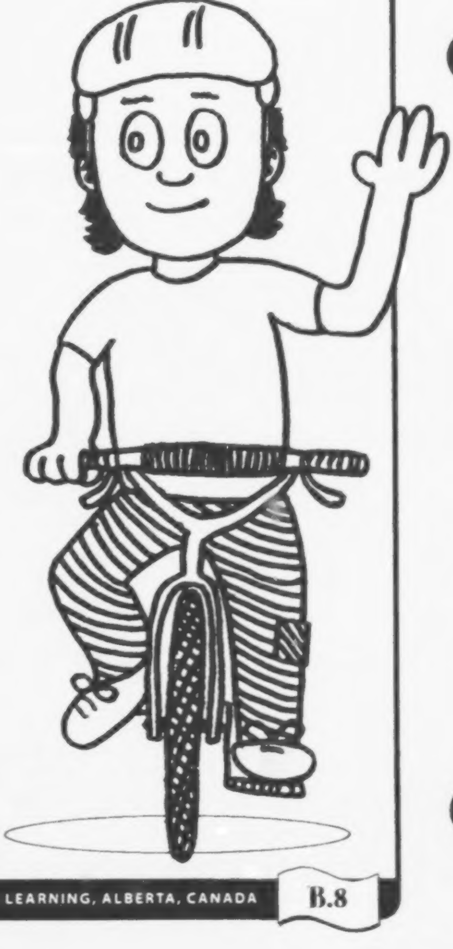
W-2.9

STUDENT INFORMATION MASTER #7

appendix b

Name: **Date:**

- ◇ Obey all signs and signals.
- ◇ Walk your bike across the street.
- ◇ Cross the street at the corner.
- ◇ Never ride after dark or in bad weather.
- ◇ Stop and look left, right and left again before entering traffic.
- ◇ Stay on the right-hand side of the road and ride in the same direction as traffic.
- ◇ Always ride single file.
- ◇ Never hang on to moving cars.
- ◇ Never ride two people on one bike.
- ◇ Wear bright clothing and reflective gear to help cars see you.
- ◇ Make sure your bike is the right size for you, is in good condition and has a bell or horn.
- ◇ Wear a helmet!



Hands up

if you know these signals!

- ◇ Turn left—left arm straight out.
- ◇ Turn right—left arm out and hand up, like you're saying "Hi."
- ◇ Stop—left arm out, hand down at your side.

Adapted with permission from Alberta Traffic Safety Initiative, "Safe Cycling Checklist," <http://www.saferoads.com/safety/kids/kbicycle.html> (July 27, 2001).

How to ask for help

Name: **Date:**

1. Be brave.

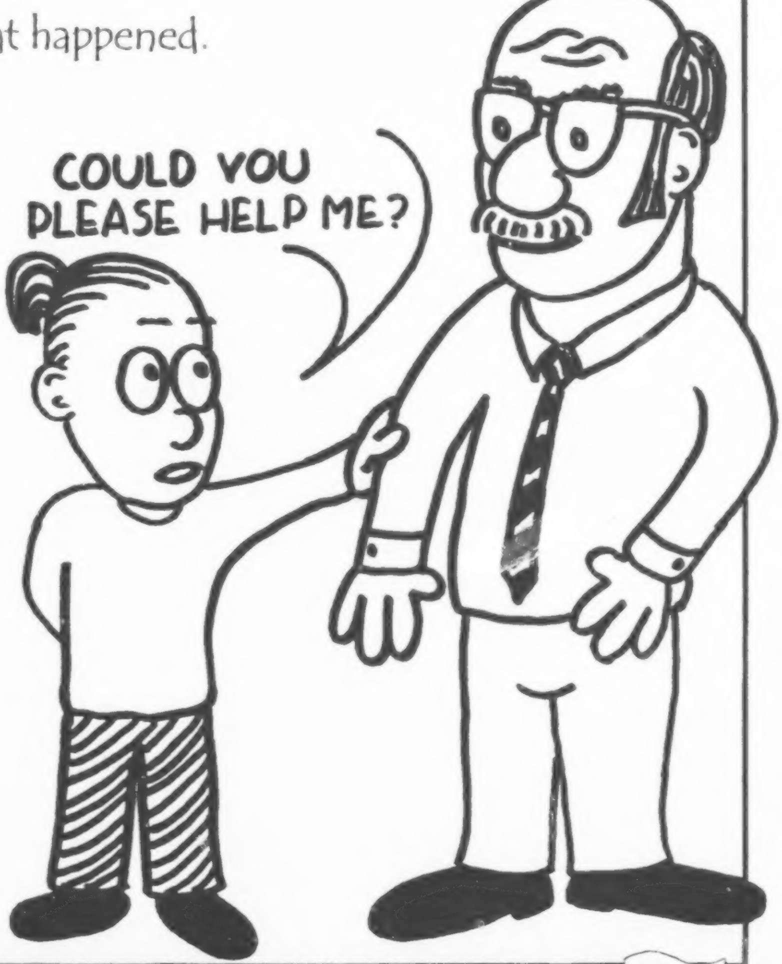
2. Find a trusted adult right away.

3. Say, "I need your help. It's important."

4. Tell the adult what happened.

5. If you still don't feel safe, tell another person.

6. Keep telling until someone helps you and you feel safe.


COULD YOU PLEASE HELP ME?

How to solve conflicts

R-2.7
STUDENT INFORMATION MASTER #9

appendix b

Name: **Date:**

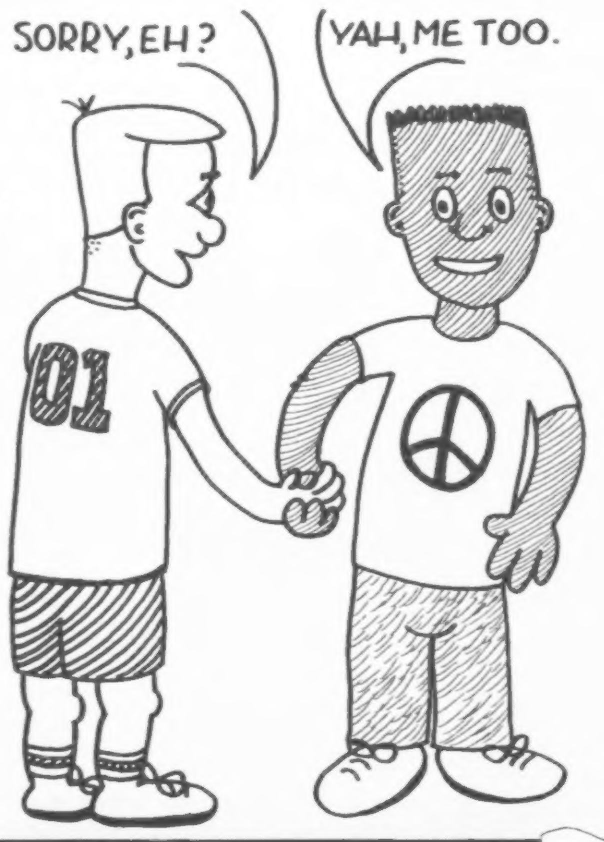
1. Stay calm.

2. Talk.
   - ◇ Get the facts.
   - ◇ Use good listening:
     - show you're interested
     - pay attention
     - don't interrupt.
   - ◇ Use words to show you understand the other person's point of view.
   - ◇ Tell how you feel and what would make things better for you.
   - ◇ Don't name call, blame or threaten.

3. Try your solution.

4. If you think you made a mistake, admit it.

5. Be willing to try something different.


SORRY, EH?
YAH, ME TOO.
01

stop bullying

Name: **Date:**

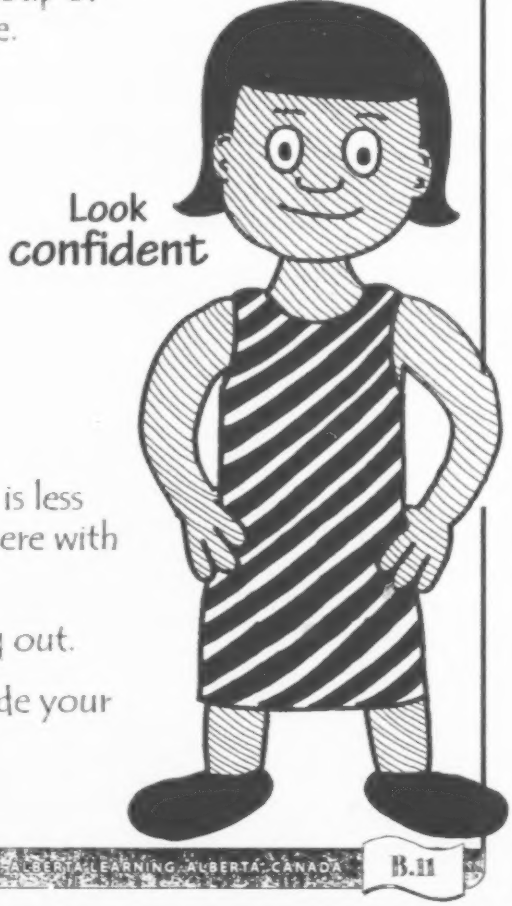
By standing up to people who bully others, you can help put a stop to bullying and help keep your school and community safe.

Here are three things you can do to help stop bullying.

- Tell the person who bullies to stop. Look the person in the eye and say something like, "That's not cool, stop it."
- If you're afraid you might get hurt, move away and let the person who is being bullied know you are going for help. Find a teacher or another adult to step in.
- Invite the person who gets bullied to have lunch with you or join in an activity. Involving that person in your group of friends will help that person feel less alone.

What to do if you are being bullied

- Stand up straight and look confident. Your confidence will reduce the power of the person who bullies.
- Use humour—a funny statement can make the situation less tense.
- Distract the person who bullies with a compliment.
- Stick with a friend. A person who bullies is less likely to bother you if someone else is there with you.
- Avoid areas where people who bully hang out.
- Tell someone you trust. This could include your parents, teachers or coaches.



Be safe in the kitchen

W-3.8

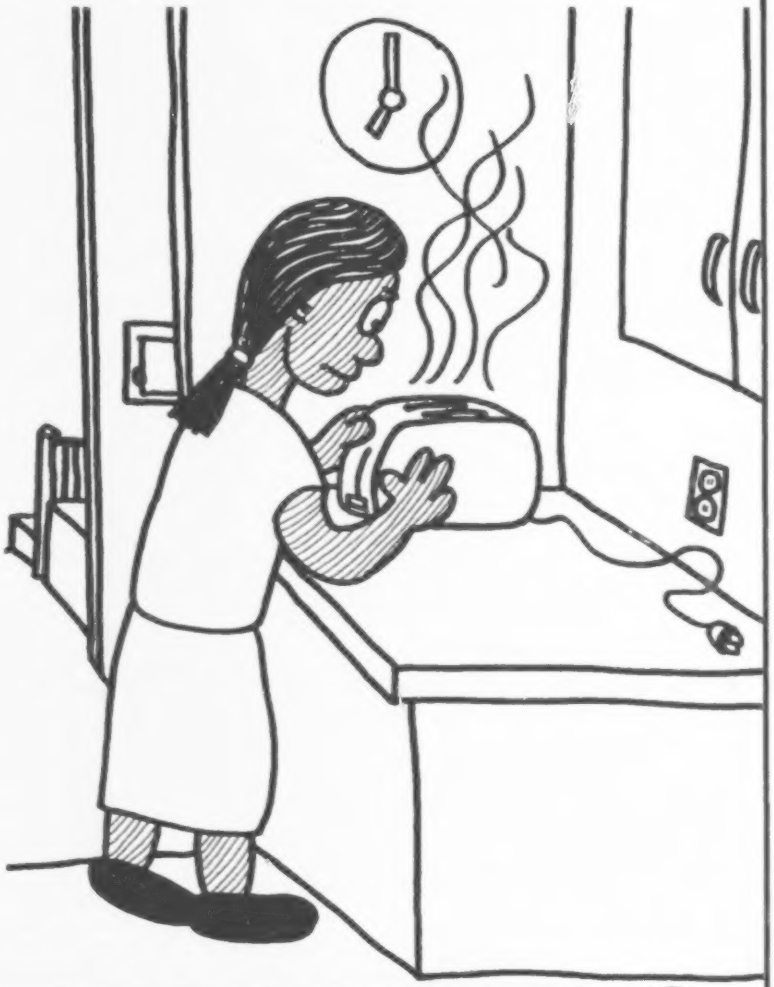
STUDENT INFORMATION MASTER #11

Name: **Date:**

- Use sharp knives and the stove with adult supervision only.
- Wipe up spills as soon as they happen.
- Be careful with hot liquids, such as hot chocolate.
- Never use a fork, spoon or knife to get a stuck piece of bread out of the toaster. Unplug and ask for help.

Keep food safe

- Wash your hands with hot water and soap before and after preparing food.
- Put food and drinks back into the refrigerator after using them.
- Don't cough or sneeze around food.



Tips for staying safe when you're away from home!

W-3.9

STUDENT INFORMATION MASTER #12 (1 of 2)

appendix b

Name: **Date:**

Before leaving home

- ◇ Always tell someone where you are going and when you will return.
- ◇ Know your own address, phone number and the work or cell phone number of your parent.

Know your surroundings

- ◇ Be aware of the Block Parent symbol, and locate the Block Parent houses in your neighbourhood and on your way to school.

Have a plan

Talk to your parents and friends about what you would do if you or your friend were in trouble.

there's more →

Tips for staying safe when you're away from home...continued

Take positive action

If something unsafe does happen to you when you are by yourself, here are some things you can do.

- ✓ If there is a phone nearby, dial the operator (0) or 911 and say it is an emergency. You can call 911 for free on all pay phones.
- ✓ Call loudly for help.
- ✓ Run.
- ✓ Run to the nearest Block Parent, store or other place where you can get help.
- ✓ Tell an adult what happened right away.

And what NOT to do

- ✗ Don't go into public washrooms alone.
- ✗ Don't hang around convenience stores. If you are going to the store, get what you came for and leave.
- ✗ Never let a stranger touch you or lead you anywhere.
- ✗ If you have a job delivering papers or flyers, don't go inside a stranger's house.

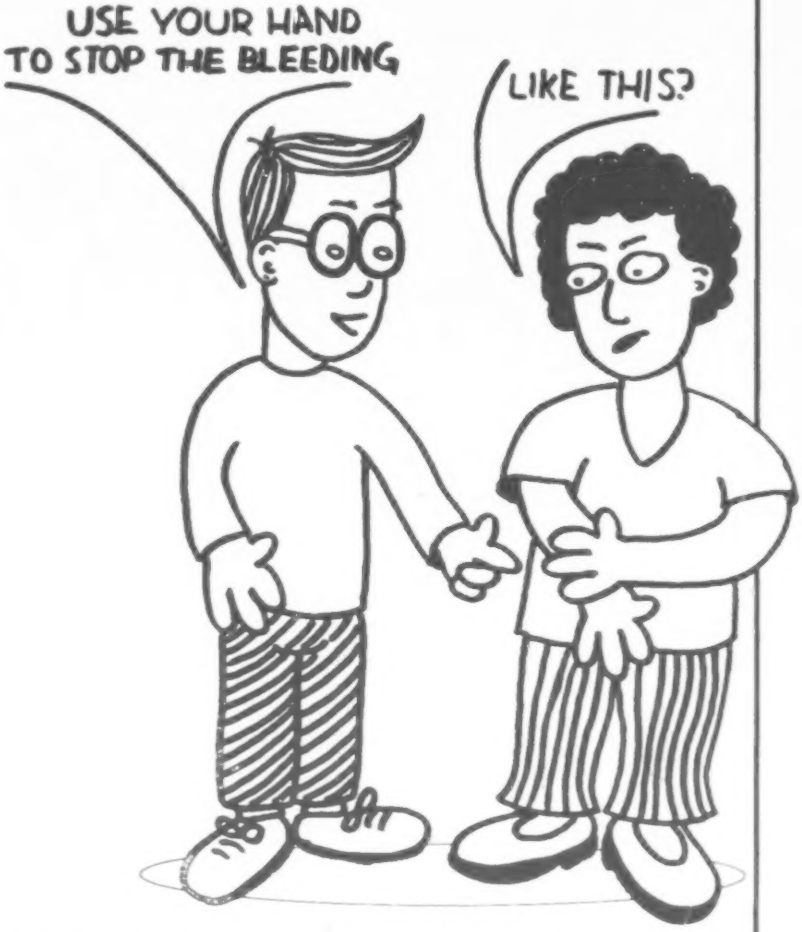
basic first aid

Name: **Date:**

- Get help.
- Do not move the injured person.
- Check for breathing.
- Apply pressure to a cut.
- Cover the injured person with a blanket.

To protect yourself from contact with another person's blood:

- put plastic gloves or a bag over your hand.
- use the injured person's own hand to apply pressure and stop the bleeding.
- wash your hands as soon as you can.


USE YOUR HAND TO STOP THE BLEEDING
LIKE THIS?

Four steps for controlling anger

Name:

Date:

Step 1: Calm down.

Calm down your body by taking deep breaths.

Calm down your mind by saying to yourself:

- "I won't blow up."
- "I won't get myself in trouble."
- "I can control my temper."

Step 2: Think.

Think about:

- what will happen if you lose your temper
- whether you should stay, walk away, ignore it.

Step 3: Talk.

Talk to the person you're angry with:

- say what you're angry about
- say what you want to happen
- talk to someone you trust about the problem.

Step 4: Feel good again.

Get rid of any angry feeling that's left by:

- doing something active
- doing things you enjoy
- doing a relaxation exercise
- trying to forgive and forget.

think
about it

Adapted from Pat Huggins, *Helping Kids Handle Anger. The ASSIST Program–Affective/Social Skills: Instructional Strategies and Techniques* (Longmont, CO: Sopris West, 1995), p.147. Adapted with permission from Sopris West.

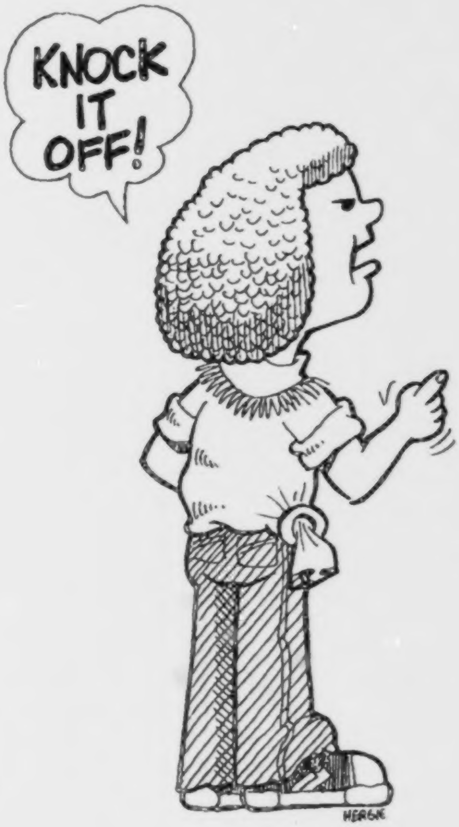
Ways to say you're angry without blaming, name-calling or put-downs

R-3.4
STUDENT INFORMATION MASTER #15

Name: **Date:**

Notice none of the statements start with the word "you."

- That bothers me.
- Stop bugging me.
- Don't do that.
- Cut it out.
- I don't like that.
- Enough.
- Leave me alone.
- Stop it.
- That makes me feel…
- Knock it off.
- I don't like it when you…
- I'm not happy because…



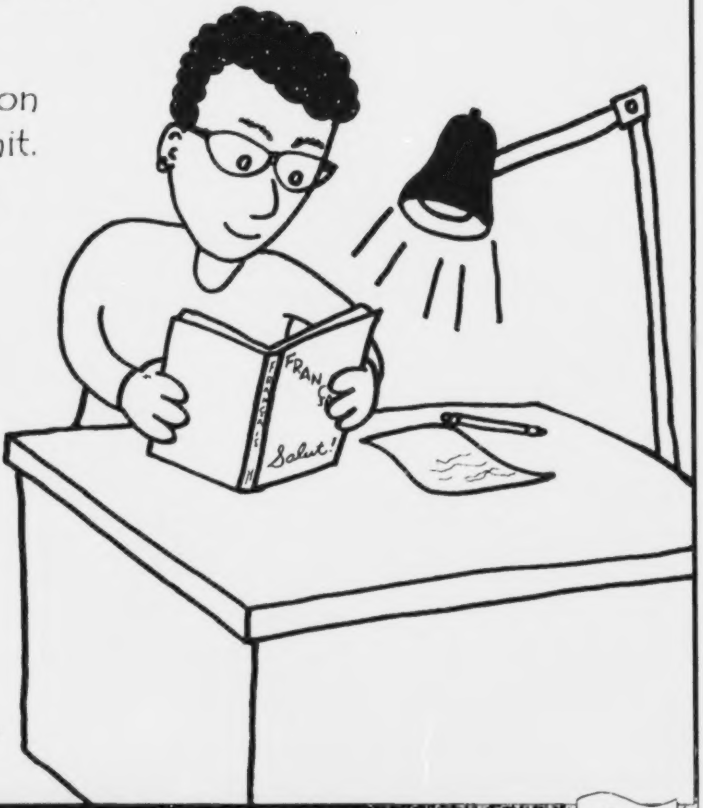
Adapted from Pat Huggins, *Helping Kids Handle Anger. The ASSIST Program–Affective/Social Skills: Instructional Strategies and Techniques* (Longmont, CO: Sopris West, 1995), p.201. Adapted with permission from Sopris West.

Getting ready for a test A+

STUDENT INFORMATION MASTER #16

Name: **Date:**

- ◇ Read over notes. *Highlight* key words.
- ◇ Make a *web* for individual topics.
- ◇ Make up *flash cards* for special words and drawings. Test yourself.
- ◇ Make up *questions*. Ask each question at least three different ways.
- ◇ Review all *activity sheets* in the unit. Cover up all answers and try them again. Change one thing in the activity sheet and see if you can figure out the new answer.
- ◇ Practise the *drawings* on key topics from the unit. Label all the parts and explain what you see.
- ◇ *Teach someone* else the new information.
- ◇ Make up your own *practice test*. Trade with a friend.



Adapted with permission from Dana Antayá-Moore and Catherine M. Walker, *Smart Learning: Strategies for Parents, Teachers and Kids* (Edmonton, AB: Smart Learning, 1996), p.10.

Dangers of second-hand Smoke

W-4.2

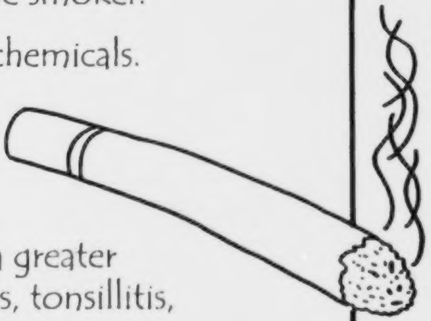
STUDENT INFORMATION MASTER #17

Name: **Date:**

Second-hand smoke is cigarette smoke that is breathed in by people who are not smoking themselves, but are in an area where others are smoking. Common areas to find second-hand smoke are smoking sections in malls and restaurants, the homes of people who smoke and even outdoors where people gather to smoke.

It is important to avoid second-hand smoke because of the following facts.

- Two-thirds of cigarette smoke is not inhaled by the smoker.
- Second-hand smoke contains 50 cancer-causing chemicals.
- Smoke from a lit cigarette contains higher amounts of cancer-causing and toxic chemicals than smoke inhaled by a smoker.



- Children who breathe second-hand smoke are at a greater risk for wheezing, coughing, asthma, ear infections, tonsillitis, bronchitis and pneumonia.
- Second-hand smoke can make asthma symptoms worse.
- In Canada, second-hand smoke is responsible for approximately 400 000 episodes of childhood sickness each year.
- In Canada, an estimated 350 non-smokers die each year from lung cancer related to second-hand smoke. Almost 3000 people die from heart disease caused by second-hand smoke each year.
- Studies show that modern air systems do not remove the pollutants made by second-hand smoke.

Adapted with permission from *Teaming Up for Tobacco-Free Kids: Teachers' Resource Kit* (Section V, Fact Sheet 6), Health Canada, 2000. ©Minister of Public Works and Government Services Canada, 2002.

Sun Safety

W-4.2

STUDENT INFORMATION MASTER #18

Name: **Date:**

Pollution is making the ozone layer around the earth thinner. This means that more of the sun's harmful rays are reaching earth. Exposure to these ultraviolet rays can cause skin cancer, and can damage your skin and eyes.

To enjoy the sun safely, follow four simple steps.

Limit sun exposure

Avoid spending time in the sun when the rays are the strongest and most damaging. This is during the middle of the day, between 11:00 a.m. and 4:00 p.m. Reflective surfaces, such as water, snow, concrete or sand can increase ultraviolet radiation. You need to limit your time in the sun in these areas.

Seek shade

Look for shady trees or covered areas, especially during midday when the sun is overhead.

Cover up

Wear sunglasses that protect your eyes from ultraviolet rays. Good sunglasses are available for children as well as adults. Wear a broad-brimmed hat to protect your face and neck, and keep the heat of the sun off your head. Wear light-coloured clothing that covers your arms and legs. If it is too warm to wear long pants, knee length shorts are a better choice than short shorts.

Use sunscreen

Use sunscreen lotion that protects you from UVA and UVB rays, and that has a sun protection factor of at least 15. Put it on at least 20 minutes before you go out in the sun and reapply it after swimming or physical activity. Do not rub the lotion completely into your skin—it works better if left on the skin's surface. You can get a sunburn on a cloudy day, so protect yourself even if the sun doesn't look bright.

Adapted with permission from Go for Green: The Active Living and Environment Program, *The Sun Guide*, "Fact Sheet Four–Tips for Prolonged Outdoor Physical Activities," <http://www.goforgreen.ca>.

Tobacco facts

W-4.6

STUDENT INFORMATION MASTER #19

Name: **Date:**

- Seventy-two per cent of Albertans (75 per cent of Canadians) over the age of 15 are *not* smokers.
- Smokeless tobacco use among Albertans aged 10–19 is more than double the national average: 20 per cent of Alberta teens surveyed have tried chewing tobacco.
- Almost half of smokers smoke their first cigarette between the ages of 12–15.
- Having as few as three cigarettes puts young people at risk of becoming addicted to tobacco.
- The earlier people start smoking, the harder it is for them to quit when they are older.
- The earlier youth become addicted to nicotine, the greater their chances of developing a tobacco-related disease. Lifetime smokers who begin smoking by age 15 double their chances of dying earlier.
- An estimated three million people die from smoking-related disease worldwide each year. In Canada, approximately 45,000 people die each year from smoking. Over 3,400 of these people are Albertans.

Adapted with permission from *Teaming Up for Tobacco-Free Kids: Teachers' Resource Kit* (Section V, Fact Sheet 1), Health Canada, 2000. ©Minister of Public Works and Government Services Canada, 2002.

Internet guidelines

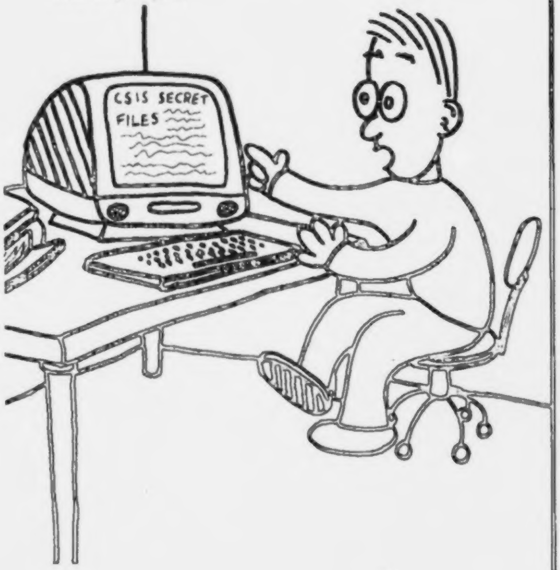
W-4.8

STUDENT INFORMATION MASTER #20

appendix b

Name: **Date:**

- I will not give out any personal information online without my parents' permission. This includes my name, address, e-mail, location of my school, my parents' work address, telephone numbers, credit card number information and my picture.
- When using the Internet, I will always use a pretend name or nickname that doesn't reveal anything about me.
- When creating a password, I will make one up that is hard to guess but easy for me to remember. To avoid having it stolen, I will never reveal it to anyone (except my parents) – not even my best friend.
- I will not respond to any message that makes me uncomfortable. I will show an adult right away.
- I will NOT arrange to meet a friend I have made on the Internet unless one of my parents is present.
- I will not open e-mail, files, links, pictures or games from people that I don't know or trust. I will always ask an adult first.
- I will not post or send insulting or rude messages or threats to anyone online.
- I will not disable any filtering software my parents have put on the computer.
- I will not make any online purchases without my parents' permission.
- I will not believe everything I read on the Internet. When doing on-line research, I will always check the source of the information and confirm it with a parent, teacher or librarian.



©Media Awareness Network, 2002; adapted with permission. <www.media-awareness.ca>

How to be a successful, organized student

Name: **Date:**

Start with a positive attitude. Don't create negative feelings by saying things like "I can't do it" or "It's too hard!" You need to say to yourself "I'm a hard worker" and "I can use my strategies to be successful" and "I can be organized."

Improve your work habits

In class

- ◇ Gather all the materials you need such as pen, sharpened pencil and paper.
- ◇ Listen carefully to your teacher.
- ◇ Don't talk to friends during class instruction.
- ◇ Practise taking better notes.
- ◇ Finish all assignments and make sure they are handed in on time.
- ◇ Participate in class discussions.
- ◇ Ask questions when you don't understand.

At home

M T W T F S S
LUNCH

- ◇ Organize yourself each night for the next day by putting assignments, books and materials you will need at school into your backpack.
- ◇ Use a folder to put your assignments in so they don't get ripped or bent.
- ◇ Do homework in a quiet place.
- ◇ Set a regular time to do homework every week night.
- ◇ Talk to your parents or older brothers and sisters about your work and ask for ideas about how to be a successful learner.

there's more →

How to be a successful, organized student...continued

Manage your time

- Use a calendar to write down tests and due dates. Keep your calendar in an easy-to-see place, such as on the fridge or on the family bulletin board.
- Break larger assignments into smaller parts and do one part at a time.
- Set deadlines for finishing your work, and stick to them.

Take notes to help you study

Write down the important points the teacher says during a lesson because:

- your teacher will add information that isn't in the textbook
- notes are your source of material to study for a test
- writing things down helps you to understand and remember what you hear
- taking notes makes you a better, more active listener.

How to take and organize notes

- Write down a date and title for each lesson. If the teacher doesn't give you a title, make one up.
- Don't write down everything the teacher says. Focus on the important points – things the teacher writes on the board, things the teacher says more than once and any questions the teacher asks.
- Underline, star or circle anything the teacher says is very important.
- Skip lines and leave wide margins so you can add information later.
- Put question marks beside things you don't understand.

How to use notes to study

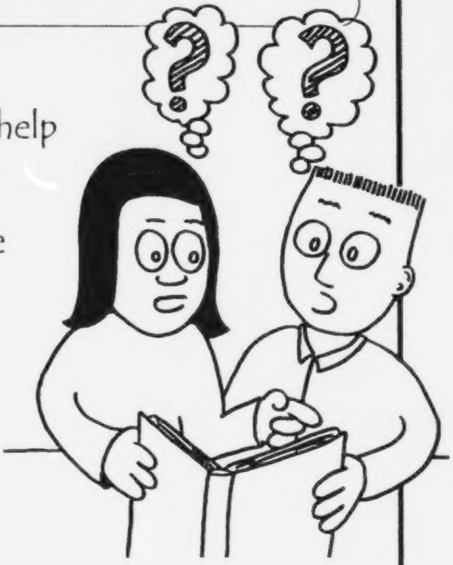
- Re-read your notes carefully, and out loud. Repeating the information will help you remember it.
- Rewrite your notes neatly and clearly so there isn't anything that is confusing or too hard to read.
- Make your notes stronger by adding additional information from the textbook, a class discussion or a handout. Use a highlighter to mark important information.

How do I decide?

L-4.3

STUDENT INFORMATION MASTER **#22** (1 of 3)

Name: **Date:**



Choosing good information from research

Sometimes you have to research information to help you make decisions about important issues. The most important part of the research process is making sure your sources are correct, up-to-date and safe for you to use.

To make sure a source of information is good for you, ask yourself questions following the "5 W's + How" formula.

Who is the author or creator?

The person who wrote the information or created the website must be someone who knows the right information. To help decide if this author is reliable, ask yourself some questions about the source.

- ◇ What kind of information are you getting?
- ◇ For websites, when was the web page created? When was it updated?
- ◇ Is information about the author or organization clearly stated?

What is the purpose?

No matter whether you are using a book, an article or a website, you also have to identify the reason why the information was written.

- ◇ Can you tell what the authors think or believe? Are the authors advertising or trying to put across personal views?
- ◇ Do the authors use facts or emotion to make their points? Look for facts if you want a more reliable source.
- ◇ Can the same information be found in at least two other sources?
- ◇ For a website, are links provided to other viewpoints or sources of facts on the same information?

there's more ➔

How do I decide?...continued

When was the source written or created?

Reliable information is usually up-to-date information. Ask yourself:

- ◇ Is there a date to show when the material was written or posted online, or when it was last updated?
- ◇ For a website, do the links work? If they are too old, they may not be connected or the linked sites may no longer be on-line.

Where was the source written or created?

If you are not using an encyclopedia or reliable book, you need to know where the information came from. This is very important if you are using a website.

A clue for finding the source of a website is in the domain name. This is shown by two or three letters following the dot in an address. For example:

- ◇ ".ca" is used by schools, educational organizations, libraries or museums; these will probably be reliable sites
- ◇ ".gov" is used by federal governments in Canada; provincial governments add on an abbreviation for the province and ".ca" – for Alberta it is "gov.ab.ca"
- ◇ ".edu" is used by American universities; Canadian universities usually use ".ca"

Why am I using this source?

It is important to think about why you have chosen a book, article or website. It may not be the best place to get the information. Ask yourself:

- ◇ Can I get the information faster somewhere else?
- ◇ Is the information at a reading level I can understand?
- ◇ Can I check the source to make sure it is correct?
- ◇ Is there enough detail for the topic I am researching?

there's more →

How do I decide?...continued

How can you tell what's what?

- ◇ If you are unsure whether or not a source is correct or safe, it is better to look for another source.
- ◇ Use the five W's for every source or website.
- ◇ Double check your facts and sources by comparing them with information from other sources.

If you are using the Internet as your main research tool, start with search engines created for children, such as:

www.yahooligans.com,

www.supersnooper.com,

www.askjeeves.com, or

www.cbc4kids.com.

You will have a better chance of finding materials written especially for young people.

The more practice you have at looking for information on the Internet and in the library, the better you will become at using the "5 W's + How" and at finding good information on your own.

How your immune system fights microbes

W-5.1

STUDENT INFORMATION MASTER #23 (1 of 2)

Name: **Date:**

Keeping microbes out

What do skin, nose hair, eyelashes and tears have in common? They are all parts of your body's first line of defense against diseases. These defenses and all the other parts and functions of your body that work to fight disease-causing microbes are called your *immune system.*

Microbes are tiny organisms or particles, visible only with a microscope. Most microbes can cause disease only when they are inside your body. Your skin acts like a suit of armor to keep them out. But some microbes enter through your mouth, eyes and nostrils. In the nostrils, a sticky fluid called mucus traps microbes. Saliva, tears and mucus contain chemicals that kill some microbes.

Your body's immune system

Despite these defenses, some disease-causing microbes do enter your body. Let's look at how your immune system reacts when this happens.

First, white blood cells detect the microbes.

White blood cells are colourless cells in your bloodstream that fight disease-causing microbes. Then, certain white blood cells surround and "digest" the microbes.

Other white blood cells make *antibodies*, chemicals that destroy or weaken disease-causing microbes. These antibodies attach themselves to microbes and destroy them or make them harmless. The antibodies can also mark the microbes so that other white blood cells can detect and destroy them. The immune system can make many different types of antibodies, one to fight each kind of microbe.

Building immunity

There are some diseases, such as measles, that you can only have once. When the virus that causes measles first enters your body, it reproduces and spreads, damaging your body's cells in the process. You feel sick. Some of your white blood cells start to make antibodies to the virus. Others destroy the virus and infected cells.

From Susan C. Giarratano-Russell and Donna Lloyd-Kolkin, *Health* (New York, NY: McGraw-Hill School Division, 1999), pp. 183, 184. Reproduced with permission of The McGraw-Hill Companies.

there's more →

How your immune system fights microbes...continued

Building immunity...continued

If the measles virus enters your body again, your immune system remembers how to make the antibodies that fight measles. White blood cells quickly produce large numbers of these antibodies. This time, the virus is killed before it can make you sick. You have built up *immunity* or the ability to defend against a disease.

Immunization and vaccines

Many diseases caused by bacteria and viruses can be prevented by vaccines. A *vaccine* is a substance containing killed or weakened disease-causing microbes. Vaccines help build immunity to a disease you haven't had.

The weak or dead microbes in a vaccine don't make you sick. They cause the immune system to make antibodies against the microbes, as if you had the disease. Later, if you come into contact with the microbes that cause the disease, your immune system responds as if you had already had the disease. It remembers how to make the microbe-fighting antibodies so your body is *immune* to the disease.

In Canada, most young children are immunized for polio, tetanus, mumps, rubella, diphtheria, whooping cough and measles. Immunization is usually a vaccine injected by a needle. Few children who are immunized get these diseases.

Taking care of your immune system

Your immune system is at its strongest when you take care of yourself. Getting enough rest, eating a balanced diet and doing regular physical activity helps bodies resist infections. If you do become sick, a strong immune system will help you recover more quickly. Washing your hands with soap and water several times a day will also protect you from many microbes in your environment.

BEST COPY AVAILABLE

Time Management: How to stay organized and use your time wisely

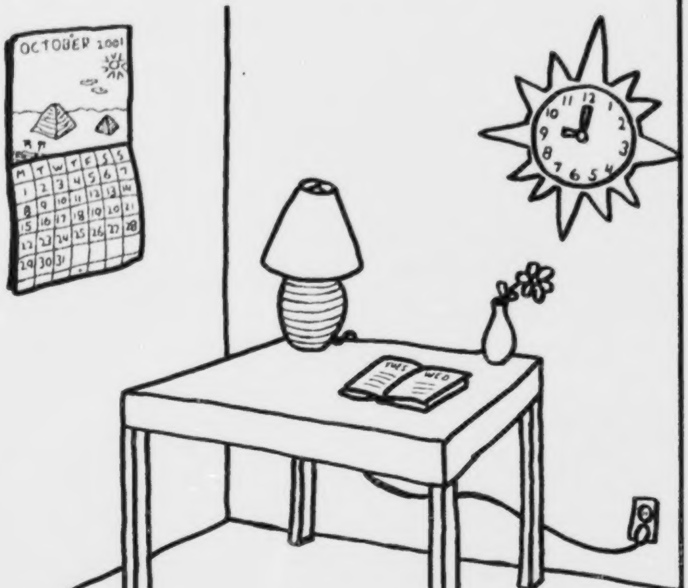
Name: **Date:**

As you get older, you will have more responsibilities at home, more homework, and you might also be involved in more activities in and out of school. All of these things take time and organization.

Here are some ways to stay organized and use your time wisely.

Use a student planner or day timer.

- Many schools provide these to students. If you don't have one from your school, you can get them at most bookstores and other stores where calendars, stationery and journals are sold.
- When you get your day timer, look through it to see how it is organized: by the day, the week or the month.
- Carry your day timer with you to and from school.
- Write in all your activities, such as piano lessons, Tae-Kwon Do class and swimming lessons.
- Write in homework assignments when your teacher gives them. Write down what you have to do, what you need in order to do it and when it has to be done.
- Write in special family outings, birthdays, activities with your friends, and holidays.
- Write in your chores and responsibilities at home.



Time management: How to stay organized and use your time wisely...continued

Break big jobs into smaller parts.

- ◇ If you have a big school project or homework in more than one subject, divide up the work. Set small goals for what you need to do to finish the work. Keep in mind the other jobs and activities you have for that day or week.
- ◇ Do the most important things first, even if they are not the most fun.
- ◇ Follow the steps in your plan and stick to your timelines.
- ◇ Reward yourself when you finish something on time.

Find time for fun and relaxing.

- ◇ Don't spend all your time working, or all your time having fun. Balance your activities so that you have time for everything.

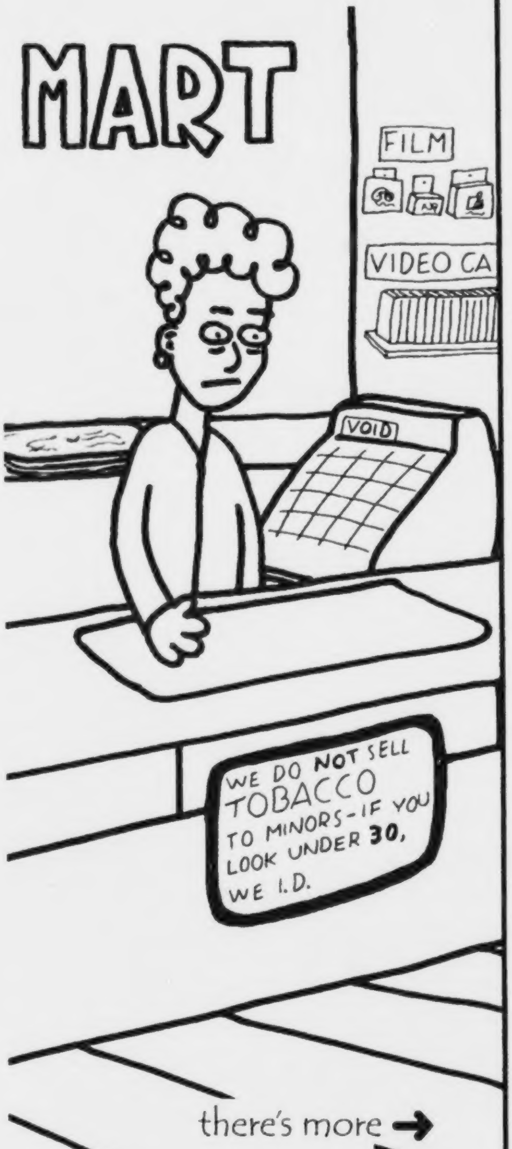
Ask your parents for help.

- ◇ When you have a big job or a time conflict, such as two birthday parties on the same weekend you have to finish your science project, ask your parents for help in organizing your time.

The federal tobacco act

Name: **Date:**

Many policies, acts and laws contribute to health and safety practices. The Federal Tobacco Act is one such act.


MART
FILM
VIDEO CA
VOID
WE DO NOT SELL TOBACCO TO MINORS - IF YOU LOOK UNDER 30, WE I.D.

- ◇ The purpose of the federal Tobacco Act is to protect the health of Canadians, particularly youth, from the numerous problems and fatal diseases associated with tobacco use and to increase public awareness of the health hazards of using tobacco products.
- ◇ The Act states that people must be 18 years or older to buy cigarettes. If a store employee is unsure how old a customer is they should request to see an official federal or provincial ID card.
- ◇ Cigarette papers, tubes and filters are considered tobacco products. It is illegal to give or sell these products to minors (persons under the age of 18).
- ◇ The Act requires that all store owners post a sign stating that it is against the law to provide tobacco products to minors.
- ◇ It is illegal to furnish single cigarettes, or to sell cigarettes from an open package or in packages of fewer than 20 to anyone.

there's more →

The federal tobacco act...continued

- Tobacco products cannot be sold from a display that allows customers to handle the product prior to paying. To prevent self-service, the displays must be beyond the reach of customers or locked in a way that only staff has access to the tobacco.
- Vending machines that sell cigarettes are not allowed in places where there are people under eighteen.
- The maximum fines for Tobacco Act offences range between $3,000 and $50,000, depending on the offence. The actual amount of the fine is determined by a judge.

Municipal bylaws

Every municipality has the authority to create its own bylaws for tobacco. These bylaws can vary from "No Smoking" in municipally owned buildings such as an ice arena, to "No Smoking" in any public place. For a copy of the bylaws in your community, contact your Town or City Office.

Adapted with permission from *Teaming Up for Tobacco-Free Kids: Teachers' Resource Kit* (Section V, Fact Sheet 7), Health Canada, 2000. ©Minister of Public Works and Government Services Canada, 2002.

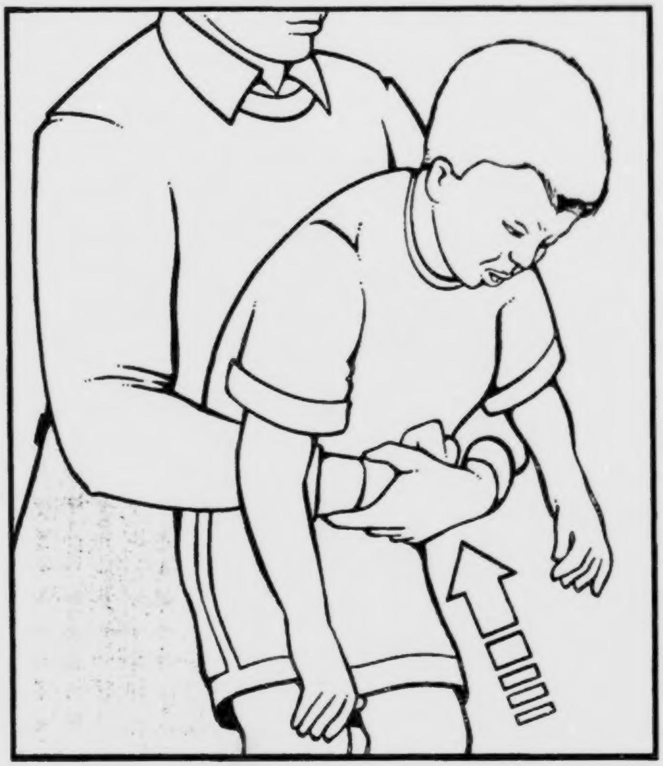
How to help a person who is choking

Name: **Date:**

1. Ask the person who is choking…"Can you talk?" If he or she is unable to speak, begin the Heimlich manoeuvre.

2. Stand behind the person. Place the thumb side of your fist against the middle of the person's abdomen, just above the navel. Grasp your fist with your other hand.

3. Give quick, upward thrusts into the abdomen. Repeat the thrusts until the food or other object is coughed out.



Adapted from *Risk Watch®–Grades Pre-K and K, Lesson 3: Choking, Suffocation and Strangulation Prevention* (Quincy, MA: National Fire Protection Association, 1998). Adapted with permission of the National Fire Protection Association. The name and image of Risk Watch® are registered trademarks of the National Fire Protection Association, Quincy, MA 02269.

name date

Refusalskills

There will be times when your friends make choices that go against your needs, beliefs or goals.

Some of your friends' choices may be contrary to your values or the values of your family and culture. Saying "no" is not always easy, especially when you don't want to hurt people's feelings. We need to learn to say "no" without feeling guilty.

The following guidelines will help you resist negative peer pressure.

- **Ask questions to find out more about the activity.** Consider how this activity might have consequences your friends haven't thought about.
- **Firmly state your decision.** Say "no" and say it right away. Make eye contact. Communicate the fact that you are sure of what you want. Use a strong voice.
- **Don't offer long explanations and excuses.** This will just give others more opportunities to argue with your explanations. You can't lose an argument that you don't get into.
- **Keep saying "no" if the pressure continues**, without offering excuses or explanations. Just keep saying "I understand what you want but I am not going to do it."
- **Make an excuse, such as "I don't feel well or I have to be home."** Work out a code word with your parents so that if you phone and give the code, they will come and get you right away.
- **Avoid situations** where you know there will be pressure to do things that go against your values and beliefs.
- **Recruit an ally.** Getting a friend in the group to agree with you reduces the pressure the majority can assert.
- **Suggest something else.** This is a delaying tactic. Delaying tactics can help you avoid the pressure when it is difficult to say "no." Using a delaying tactic doesn't mean you will say yes later, but it may give you time to get out of the situation or think of other ways to refuse when the situation comes around again.
- **Change the subject** or pretend you didn't hear the request.
- **Make a joke** of the situation.
- **Choose friends** who respect your feelings, beliefs and values.

continued

Refusalskills
CONTINUED

Here are a few specific ways to say no.

"No, thanks."

"No way, my family would disown me."

"My mind is made up and I don't want to talk about it any more."

"I like me the way I am now."

"I'm allergic."

"I have plans and goals for my life and this would interfere."

List other examples of specific ways to say "no":

- ____
  ____
- ____
  ____
- ____
  ____

Tricks of persuasion.

People use many ways to try to persuade others to do things. When you understand the techniques, it is easier to resist the pressure.

These are some of the most common techniques.

- **Bandwagon**—"Everyone else is doing it." You could respond with "Great, then I guess you won't have trouble finding someone who will."
- **Name-calling**—"You are such a wimp." You could respond with "Thanks for the character analysis."
- **Bargain/Free stuff**—"What is your problem, it won't cost you anything?" You could respond with "It costs more than you will ever realize."
- **Personal attack**—Instead of dealing with the issue, you are verbally attacked. Recognize that the attack is to try to convince you to do something that you don't want to do.
- **Repetition**—The person keeps saying the same things over and over to wear you down. The best response is to keep saying the same thing back to them, over and over again.
- **Testimonial**—Someone famous or someone you know does the thing you are refusing to do. State firmly that you choose your own behaviours, others do not make those choices for you.
- **New stuff**—The person tries to convince you that because the substance or the technique is new you have to try it. Respond with something like " new stuff but same response."
- **Snob appeal**—People may try to justify certain choices by rationalizing "But we deserve it. We can handle it." Respond with "I deserve the right to make my own decisions."

name date

Workplace health&safety

***Alberta's Occupational Health and Safety Act* is a law that helps protect your health and safety at work.**

It focuses on keeping the workplace safe for you, your employer and others you work with.

You have a right to a safe and healthy workplace

Employers must do everything they can to protect your health and safety. For example, employers have to assess safety hazards at the workplace to control or eliminate them and keep equipment in safe working order.

As a worker you also have responsibilities

The law requires you to work safely and cooperate with your employer by following the health and safety rules for the job.

For more information about safety in the workplace

Workplace Health & Safety
1-866-415-8690
(toll free anywhere in Alberta,
24 hours/day, 7 days a week)

Workplace Health & Safety
website at **<www.whs.gov.ab.ca>**.

Ten questions to ask your employer before starting work

1. What are the dangers of my job?
2. Are there any other hazards, such as noise, chemicals, radiation, that I should know about?
3. Will I receive job safety training? When?
4. Is there any safety gear I'll be expected to wear? Will I receive training in how to use it? When?
5. Will I be trained in emergency procedures? When?
6. Where are fire extinguishers, first aid kits and other emergency equipment located?
7. What are my health and safety responsibilities?
8. Who do I ask if I have a health or safety question?
9. Do you have safety meetings?
10. What do I do if I get hurt? Who is the first aid person?

Used with permission from Alberta Human Resources and Employment, "Employer/Worker Responsibilities," *Workplace Health and Safety*, January 9, 2001, <http://www.gov.ab.ca/hre/whs/law/employer_worker.htm> (July 26, 2001) AND from Alberta Human Resources and Employment, "Questions to Ask Your Employer," *Workplace Health and Safety*, May 11, 2001, <http://www.gov.ab.ca/hre/whs/workers/tenqs.htm> (July 26, 2001).

name date

Icanhandleit

I can handle it
I am the master of my own fate
I can figure out solutions to my problems
I am not alone
People care about me
I make a difference in the world!

Resiliency is the ability to rise above difficult life circumstances. There are many things that teens can do to help themselves handle difficulties they may encounter in their lives.

Have a positive outlook

People who are hopeful are people willing to take on new challenges. They keep moving forward because they expect good things to happen. There are four important ways of thinking that influence a positive attitude:

- When things don't go your way, that's okay.
- You can have control over most of the circumstance in life that can cause you unhappiness.
- You can depend on yourself.
- The past doesn't define you but your attitudes, actions and values do.

(Stearns, 1988)

Set goals for yourself

Making plans and following through can help you get what you need. Setting goals and acting on them can help you become what you want. Here are five benefits of being a goal-setter:

- You gain independence. You're not letting someone else decide your life for you.
- You gain a sense of accomplishment. You're not just following orders or doing what's expected of you.
- You make things happen. You're not waiting and wishing they would happen.
- You manage your time more effectively. Getting more done gives you more freedom to explore other things you want to do.
- People who set goals aren't bored, and they aren't boring.

continued

Excerpted from *The Gifted Kids Survival Guide: A Teen Handbook (Revised, Expanded, and Updated Edition)*, p.85, by Judy Galbraith, M.A., and Jim Delisle, Ph.D. ©1996. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; <www.freespirit.com>. All rights reserved.

Icanhandleit
CONTINUED

Develop **good** decision-making techniques

Practice making thoughtful, deliberate decisions. One of the best and simplest ways to do this is with Plus and Minus lists. Think of a decision you're facing, and then come up with as many Pluses (good things) and Minuses (not-so-good things) about it as you can. If your Plus list is longer or stronger, do it. If your Minus list is longer or stronger, don't do it.

Learn **self-monitoring** behaviour

Learn to check on your own behaviour to make sure you are doing everything you can to avoid or survive difficult times. Ask yourself questions like:

- Am I separating myself from negative circumstances?
- Am I accessing all the resources available to me?
- Do I have a support system in times of crisis?
- Am I keeping a positive attitude?
- Am I making the most of my personal talents?

Get involved in **meaningful** tasks as a volunteer

People who give of themselves as volunteers:

- have many opportunities to recognize their talents
- develop relationships with a variety of people
- make themselves known and appreciated
- feel good about themselves
- learn to respect others
- learn new skills
- develop leadership skills
- develop patience, tolerance and understanding.

Keep a sense of **humor**

Laugh at yourself. Don't take yourself too seriously. Help yourself keep a more positive perspective by looking for the lighter side in all situations.

keep your sanity

Here are suggestions for how to keep your sanity when things around you seem out of control:

- **eliminate unnecessary stresses**
- **end unhealthy relationships**
- **reduce the noise level around you** – both external noise and internal psychological noise
- **prevent last minute anxiety** by making a schedule for homework, studying and practice sessions
- **use a day timer and stick to your plans** – and reward yourself now and then when you do!
- **use positive self-talk**
- **be flexible** and remember that real-life involves unexpected interruptions which will require you to change your plans
- **take routine breaks** from your school work
- **eat regularly and well**
- **get enough sleep.**

name date

How much sleepdoyouneed?

If you're a teen, it's probably safe to say you're not getting as much sleep as you need!

Thanks to several new studies of teens and their sleeping habits, we are beginning to understand more about the sleep needs of teens.

How much sleep do I need?

Most teens need about nine to nine-and-a-half hours of sleep to avoid behaviours associated with sleep deprivation. These behaviours include falling asleep in class, difficulty waking up in the morning, difficulty concentrating and depression. One study found that sleep may have a significant effect on grades—teens who get a limited amount of sleep tend to earn lower marks than teens who get adequate sleep.

Many surveys show that the average teen gets only about six or seven hours of sleep each night. Twenty per cent of all high school students report falling asleep in school.

During your teen years, your body's biorhythms are reset, telling you to fall asleep later and wake up later. Unlike younger children and adults, whose bodies tell them to go to sleep and wake up earlier, most teens' bodies are telling them to go to sleep late at night and sleep well into the afternoon. In fact, more than 50 per cent of students report being the most alert after three o'clock in the afternoon.

Melatonin, a hormone that helps you fall asleep, is produced at different times of the day for teens than it is for young children and adults. Your melatonin levels may be high when you're supposed to be waking up and going to school.

Sleep also helps keep you healthy by slowing your metabolism, heart beat and respiration enough to re-energize you after everyday physical activities. During sleep, growth hormones are released that help tissues grow properly, form red blood cells that deliver oxygen to your brain and promote bone growth.

How can I get more sleep?

Try these strategies for getting more sleep each night.

- **Avoid beverages with caffeine**, such as soda and coffee, after 4 p.m.
- **Avoid violent or scary television shows**, movies or books that might keep you from falling asleep.
- **Avoid long naps**. Naps that last more than 30 minutes may keep you from falling asleep later.
- **Don't wait until the night before a big test to study**. Staying up all night to cram can really throw off your sleep patterns.
- **Avoid using the computer right before bedtime**. Light sends signals to your brain that it's time to wake up.
- **Exercise regularly**, but not right before bed.
- **Go to bed and get up at the same time every day**.
- **Stick with your regular sleep schedule** on weekends, too. You can't catch up on missed sleep from the week before.
- **Keep the lights low in the evening** to help you unwind from the day. Try meditating, reading or listening to soothing music.

Adapted with permission from The Nemours Foundation, "How Much Sleep Do I Need?," *TeensHealth*, September 2000, <http://kidshealth.org/teen/body_basics/how_much_sleep.html> (July 26, 2001). This information was provided by KidsHealth, one of the largest resources online for medically reviewed health information written for parents, kids, and teens. For more articles like this one, visit <www.KidsHealth.org> or <www.TeensHealth.org>.

name date

Fetalalcohol **spectrum**disorder

We are just beginning to understand the relationship between drinking alcohol during pregnancy and the set of related birth defects called Fetal Alcohol Spectrum Disorder (FASD).

An FASD diagnosis is made by a specially trained team of professionals and doctors. In order for a child to be diagnosed as having FASD, the birth mother must have a history of drinking while pregnant to confirm that the brain damage was caused by prenatal exposure to alcohol.

A child must also have abnormalities in all of the following areas:

- **slowed growth**—weight and height below normal
- **certain facial characteristics**—short openings between eyelids, long midface, vertical groove between nose and upper lip is flattened, thin upper lip, flattened upper jaw bone
- **brain damage**—this damage means that the child may not develop and behave the way other children do.

Why is it so difficult to diagnose FASD?

It's difficult to diagnose FASD for many reasons.

- **There is no one symptom** that can identify FASD.
- **There are no accepted medical tests** to diagnose FASD.
- **FASD symptoms may change** as the child gets older.
- **FASD symptoms are hard to see in babies.**
- **It can be difficult to find out** how much alcohol the mother drank during pregnancy.

It is important to remember that the symptoms of FASD could also be the symptoms of other problems. For this reason, all other causes of physical and behavioural problems must be ruled out before the child can be diagnosed with FASD.

How much alcohol causes harm?

No one knows how much alcohol a pregnant woman can safely drink without affecting the fetus. Research clearly shows that heavier drinking increases two things:

- the chance that the fetus will be harmed
- how severe the harm is.

There is also no time during pregnancy when it is totally safe to drink alcohol. Most doctors and researchers say that if you are thinking of getting pregnant or if you already are pregnant, it's a good idea to avoid alcohol completely. It is also recommended that women do not drink while breast-feeding because alcohol is passed to the baby through breast milk.

continued

Fetalalcohol **spectrum** disorder **CONTINUED**

How much alcohol causes harm?...continued

Not all women who drink heavily while they're pregnant will have children with FASD. The mother's metabolism is one factor that affects how much the fetus is harmed. The mother's metabolism is affected by:

- how the pregnancy itself is going
- how long the mother has been drinking before the pregnancy
- her age
- her body weight
- her drinking style (e.g., drinking every day or heavy occasional drinking binges).

Other factors, such as the quality of the mother's nutrition, whether or not she smokes and drug use, also play a part in contributing to alcohol-related birth defects.

How many children have FASD?

There is a lot of debate about this question. In North America, the current estimate for FASD is 1–3 for every 1000 live births.

Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *ABCs of Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects* (Edmonton, AB: AADAC, 1996).

How does FASD affect people's lives?

FASD affects individuals, their families and their communities in a variety of ways. Children with FASD often have learning and behavioural difficulties that require additional and long-term support. Adults with FASD may have difficulties on the job, in relationships or with the law.

For individuals with FASD to be successful, their family, school and community need to understand how this condition affects people and what kinds of supports and resources will help them best develop the skills they need to live productive and happy lives. Each year, we are adding to our understanding of FASD.

Prevention is key

Ultimately, prevention of FASD is what we need to aim for as a society. FASD is a totally preventable disability and we need families and communities to work together to promote healthy choices, particularly during pregnancy.

name date

appendix b

Sexuallytransmitted diseases

Sexually Transmitted Diseases (STD) are a group of diseases that are spread from person to person through sexual contact and through blood.

Currently, the most common STD are: chlamydia, genital herpes, human papilloma virus (HPV), gonorrhea, hepatitis B, C, and human immunodeficiency virus (HIV) infection.

Common symptoms of STD are: abnormal discharge, burning when urinating, itching, sores, rashes and bumps, lower abdominal pain in females and testicular pain in males.

Chlamydia

Chlamydia is a sexually transmitted disease caused by bacteria called chlamydia trachomatis. It is contracted through sexual intercourse with an infected partner, and may take from two to six weeks or even longer after intercourse to appear. The symptoms for males include pain during urination, a clear, intermittent urethral discharge, urethral irritation or itch, or no symptoms at all in up to 50 per cent of males with chlamydia. Females with chlamydia might have abnormal vaginal discharge, irregular vaginal spotting (blood), painful sexual intercourse, abdominal pain, or no symptoms at all in up to 70 per cent of cases. A person diagnosed with chlamydia must take prescribed antibiotics, report the case to public health authorities, notify his or her partner and take follow-up testing if necessary. Untreated cases may result in complications in both males and females, including infertility. If the disease spreads to the blood, it could cause more severe illnesses.

Genital Herpes

Genital herpes is an STD caused by the herpes simplex virus (HSV). The type I virus is usually associated with cold sores, while the type II virus results in sores on the genitals. There are rarely complications from genital herpes, but the emotional impact is significant because it is a life-long infection. It is contracted through direct contact with the sores or blisters of an infected person, through sexual contact or sometimes from contact with skin that looks healthy. The symptoms begin with itchiness and/or pain at the site of the virus entry, and then a small cluster of blisters develop. These blisters break and form painful, open sores, which last from seven to 21 days. There are tender swollen glands in the groin area, flu-like symptoms, painful urination, urethral discharge or abnormal vaginal discharge. As the sores heal, the virus moves to the nerve tissue and remains dormant until something triggers a recurrence. Triggers can include psychological stress, physical stress, such as lack of sleep, poor nutrition, sexual activity and menstruation. Recurrent outbreaks are usually less severe than the initial outbreak, and might last four to 10 days. Over time, outbreaks may become less frequent and some people have few or no recurrences.

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continued

Adapted with permission from Alberta Health and Wellness, *STD Teaching Outline and Resource Guide* (Edmonton, AB: Alberta Health and Wellness, 2000), pp.9, 18, 20, 22, 24, 26-27.

HPV

The human papilloma virus (HPV) has many varieties. A small number of these viruses cause genital warts and a variety of cancers. HPV is contracted through direct skin-to-skin contact with the virus during sexual intercourse or, in rare occasions, an infected mother can pass it to a newborn during birth. The symptoms of the virus include flesh-colored growths, or warts, in the genital and anal areas. In males, they may be under the foreskin or in the urethra and might not be visible; in females, they may be in the vagina or on the cervix and also not visible. They are usually painless, though there is occasional itching and some bleeding with anal warts. Some people with HPV have no visible warts but are still capable of passing on the virus. A complication of HPV can be a variety of genital cancers in both men and women; the most common is cervical cancer. There is no complete cure for HPV. Visible warts can be treated in a variety of ways. Infected persons should seek medical treatment, inform their sexual partners and have regular follow-up exams. It is important to know that condoms reduce, but do not completely eliminate the possibility of passing on HPV.

Gonorrhea

Gonorrhea is a STD caused by the bacteria neisseria gonorrhoeae. It is contracted during sexual intercourse with an infected partner, within one to 14 days after contact. Most develop symptoms within two to five days. Infected males may have a urethral discharge, often with an odour, burning during urination or no symptoms at all. Infected females may have a thick, yellowish vaginal discharge; abnormal vaginal bleeding; swelling, itching or pain in the genital area; lower abdominal pain or no symptoms at all. Thirteen to 77 per cent of males, and more than 50 per cent of females have no symptoms.

Like chlamydia, untreated gonorrhea can have serious complications. An infected person must take prescribed antibiotics, report the case to the public health authority, notify his or her partner and take follow-up tests if required.

Hepatitis B

Hepatitis B is caused by the hepatitis B virus (HBV). It is spread through exposure to body fluids of an infectious person, such as blood, semen, vaginal secretions or saliva. It can be passed through household or family contact with an acute case, and an infected mother can pass it to her unborn baby at birth or during breastfeeding. It is passed on sexually through intercourse with an infected person. After exposure, the disease takes anywhere from two to five months to appear. Symptoms include fatigue, lack of appetite, skin rashes, nausea and flu-like symptoms. Some people might also develop jaundice or arthritis. Some people will have no symptoms but can still pass the virus to others. Most people with HBV recover and have no complications. Up to 10 per cent become chronic carriers who are infectious for life and may develop cirrhosis or liver cancer over a period of years. Management of the disease includes bed rest, nutritious low protein diet, avoiding alcohol, possible hospitalization. For chronic infections, ongoing medical treatment, reporting to the local health authority and informing partners are necessary. Unlike many other STDs, most people who get HBV develop lifelong natural immunity against future infections.

continued

Sexually transmitted diseases CONTINUED

Hepatitis C

Hepatitis C is a liver disease caused by the virus referred to as HCV. It is spread by direct exposure to blood or body fluids containing the blood of an infected person. Most people who get HCV do not usually get it from sexual contact, but from sharing needles or other drug-related equipment with infected persons, sharing razors or toothbrushes with infected persons, or from getting tattoos or piercing with dirty or unsterile needles. Long-term sexual partners need to be aware that there is an increased risk of transmission during sexual activity when there are open sores and during menstrual periods. Many infected people have no symptoms and feel healthy for years. Others feel tired, suffer from joint pain or loss of appetite. Some also have jaundice (a yellow look to their eyes and skin). A person with HCV has to make some lifestyle changes, such as eating healthy foods, avoiding alcohol and getting shots to avoid Hepatitis A or B.

Adapted with permission from Canadian Liver Foundation, *Facts About Hepatitis C: A Liver Disease* (Toronto, ON: Canadian Liver Foundation, 1999).

Human Immunodeficiency Virus

This is the virus that causes acquired immunodeficiency syndrome (AIDS).

When HIV infects the body, it weakens the immune system by destroying certain immune system cells. The infected person can get unusual infections and cancers. When the immune system becomes damaged beyond repair, these infections and cancers overwhelm the body. This is the final stage of HIV infection called AIDS. Since no vaccine for HIV exists, the only way to prevent infection by the virus is to avoid behaviours that put a person at risk of infection, such as sharing needles or having unprotected sex.

name date

Four common methods of **birth**control

Effective birth control methods need to provide protection against both infection and unwanted pregnancy.

Abstinence

How does it work?

Abstinence means not having vaginal, anal or oral intercourse. As a method of birth control, abstinence means not having vaginal intercourse.

Effectiveness

Abstinence is 100 per cent effective in preventing pregnancy and it provides the best protection against sexually transmitted diseases (STDs).

Issues to consider for this method to be successful

You plan to not have sexual intercourse. You stay out of situations that test your limits. You talk to your partner about how far you want to go at this time in the relationship. You make sure that your partner knows how you feel before you get sexually involved. Be sure that your partner is willing to respect the limits and boundaries you decide are best for you at this time. You accept that you have the right to say "no" to sex. You should not feel guilty and you do not have to explain your reasons.

Condoms

How does it work?

A condom is a sheath that is fitted over an erect penis before the penis touches the vagina. The condom acts as a barrier. It prevents pregnancy by stopping a man's sperm from entering the vagina. To be effective, people must use a new condom each and every time they have sex. Use a real condom and not a novelty or joke condom and ensure that the condom has not expired.

Effectiveness

In one year, 10–12 women out of every 100 become pregnant despite condom use. However, if condoms are used correctly and consistently only three out of every 100 women will become pregnant. Condoms are the second best protection against STD.

Issues to consider for this method to be successful

- It is important to learn to use a condom properly. People must use a new condom every time they have sex. Handle condoms gently. Watch out for fingernails. The condom needs to be put on as soon as the penis is hard, before genital contact. Air needs to be squeezed out of the tip of the condom to leave room for the condom to catch the semen. The condom needs to be unrolled all the way down to the base of the penis. The male needs to hold the rim as he pulls out of the vagina right after ejaculation.
- Condoms are made of polyurethane, latex, synthetic rubber or animal material, such as lambskin. Some people are allergic to latex. Natural lambskin condoms have tiny pores and do not protect against STD.
- Do not use Vaseline or other oil-based lubricants that can damage the condom.
- Keep condoms in a cool dry place away from heat and sunlight. Do not keep condoms in a wallet as the friction could damage the condom.

Adapted with permission from Alberta Health, *Birth Control: It's Your Choice* (Edmonton, AB: Alberta Health, 1998), pp. 4-6, 16.

continued

Four common methods of **birth**control CONTINUED

Condoms...continued

- Condoms encourage men and women to share the responsibility for birth control.
- Condoms are easy to get. They can be purchased in drugstores, grocery stores and from vending machines in some public washrooms.

Birth control pill

How does it work?

The birth control pill contains two hormones that are similar to a woman's natural hormones. These hormones prevent pregnancy by stopping the female body from releasing an egg each month. The pill must be taken daily at the same time each day. The birth control pill can make the menstrual cycles more regular and can reduce heavy bleeding and cramps during periods.

Effectiveness

In one year, about two out of every 100 women who use the pill will become pregnant. The pill does not protect against STD. People must use a condom every time they have sex if they want to protect themselves from an STD. Other medications can interfere with the effectiveness of the pill. It is important women check with their doctors. A woman should consider using a back-up method of birth control if she has missed pills, vomited within two hours of taking the pill or has diarrhea.

Issues to consider for this method to be successful

- A woman needs to get a prescription from a doctor to get birth control pills. The doctor and the patient need to determine the personal health risks involved in taking the birth control pill.
- If a woman smokes, she may not want to take the birth control pill as she increases her health risks.
- A woman's body will return to its normal fertility when she stops taking the pill. It is possible to take the pill for many years.
- Most women who take the pill have limited side effects. Some women have problems with nausea, tender breasts, mood swings, bloating, headaches and weight gain.

Withdrawal

should not be considered a reliable method of birth control.

How does it work?

Withdrawal describes how a man pulls his penis out of a woman's vagina before he ejaculates. Withdrawal can stop some sperm from entering a woman's vagina. However, some sperm can leak out before ejaculation or the man might not pull out in time. For these reasons, withdrawl is not a reliable method of birth control.

Effectiveness

In one year, 20–30 women out of 100 who use this method as their only birth control will become pregnant. This statistic does not take into consideration the number of women who may be sterile and not know it. Withdrawal does not give you protection from STD.

name date

Depression

Depression is a total body illness that affects a person's thoughts, feelings, behaviours, physical health and appearance.

This mood disorder is characterized by feelings of sadness, loneliness, hopelessness, worthlessness and guilt. It is the most common of all mental disorders but also the most treatable.

Sometimes depression is not easy to recognize or identify.

The following characteristics of depression may appear in children, teens and adults. It is important to remember that one symptom will affect another.

General signs of depression include:

- negative self-concept
- sadness or apathy (not caring about anything).
- unreasonable guilt
- loss of interest or pleasure in activities once enjoyed.
- changes in sleep patterns; e.g., difficulty falling asleep, awakening several times in the night
- changes in weight or appetite
- constant fatigue or loss of energy
- avoiding other people
- restlessness or decreased activity
- unexplained anger and irritability, frequent complaining
- an inability to make decisions
- feeling overwhelmed by small things
- an inability to analyze and solve problems
- complaints of physical aches and pains for which no medical explanation can be found
- thoughts of death or suicide.

continued

Depression
CONTINUED

Although adolescents show many of the same signs of depression as adults, teens often show depression through acting-out behaviours.

Some typical acting-out behaviours include:

- increased alcohol or other drug use
- truancy; a change in pattern of school attendance
- theft, vandalism, other juvenile crimes
- major changes in school performance
- sexual promiscuity
- dangerous behaviours, risk taking
- fighting
- changes in level of activity
- rejection of past friends, family
- accidents, dangerous driving
- running away from home.

What is the cause?

There is no one single cause of depression. Research suggests that there is a dynamic interplay between two or more of the factors that make a person vulnerable to depression:

- specific distressing life events
- biochemical imbalance in the brain
- psychological factors
- genetic links.

Although depression may be situational, some depression is systemic and can happen to people who have a good life where there is no apparent reason for depression.

What can you do?

There are health practices to help manage depression. Getting sufficient sleep, eating healthy food in realistic proportions, engaging in regular physical activity, using relaxation exercises, using positive self-talk and thought stopping, and seeing a doctor can help in the management of depression. A doctor may prescribe medication or recommend talk therapy.

Depression is an illness just like other biological illnesses, such as heart disease or cancer. People need to go to the doctor for treatment of these illnesses; depression is no different. By recognizing the signs of depressive illness, people can begin to get the help they need.

name date

Suicide

Suicide is a significant and underestimated cause of death in Canada.

(Suicide Information Education Centre, 1999)

Who's at risk?

A number of factors are associated with suicide. When several of the risk factors are present together, the danger of suicide rises.

High risk factors

- **Previous attempts**—people who have made one or more attempts in the past
- **Family history of suicide**—persons who have had a family member or close friend die by suicide
- **Recent losses**—persons who have suffered from a recent significant loss, such as a relationship breakup, death or recent loss of health
- **Limited support**—people who have few friends, family, or who feel very alone
- **Depression**
- **Current level of stress**—people who are experiencing a great deal of stress in their lives

What are the warning signs?

There are a number of behavioural signs that might indicate that someone is considering suicide, including:

- noticeable and sudden change in behaviour
- direct statements, such as "I wish I were dead" or indirect statements, such as""Everyone will be better off without me"
- depression
- increased use of alcohol or drugs
- giving away possessions
- talking about helplessness and hopelessness
- talking or joking about suicide
- talking about a specific plan for ending his or her life, including the method, time and place
- carelessness and recklessness
- neglecting personal appearance and normal responsibilities
- trouble with authorities.

Adapted with permission from Alberta Health, *Let's Talk About It—Before Suicide* (Edmonton, AB: Alberta Health, n.d.).

continued

Suicide
CONTINUED

How to talk to someone who may be contemplating suicide

- **Learn the common clues** that indicate a possibility of suicide.
- **Listen openly** and without judging.
- **Let the other person do the talking**.
- **Ask the person**,"Are you considering suicide?" Don't be afraid to say the word suicide.
- **Believe what the person is saying** and take all threats seriously.
- **Share the responsibility**: Tell someone else you trust who will help. This is too important to keep to yourself.
- **Never keep someone's suicidal feelings a secret**. It is not disloyal to break a confidence to save a life.
- **Reassure the person** that help is available, and support and encourage him or her to reach out to sources in the community.
- **Act immediately** if you feel someone is at immediate danger. Stay with that person until help arrives.
- **If necessary, contact police, emergency services or a hospital** to ensure the person's immediate safety.

Community resources include:

- crisis or distress lines
- provincial mental health clinics
- family physicians
- local hospitals
- clergy
- parents
- community leaders or elders
- school counsellors
- teachers
- coaches.

Take care of yourself

Helping someone else deal with suicidal thoughts takes a lot of energy and it is important to take care of yourself in the process. Find someone else to talk to, other than people in distress. If you feel overwhelmed, seek help for yourself.

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name date

Careerinformation interviews

Cracking today's job market is tough. Career information can give you the edge you need to get your foot in the door.

appendix b

People to interview for career information include:

- people you work with now
- people you have worked with in the past
- friends, family and relatives
- people currently working in a job and/or an occupational area of interest to a student
- people who have worked with people in the field of interest to you
- people in special interest groups
- career counsellors and consultants at career development centers
- local employers in areas of interest to a student
- professional and trade associations
- trainers, instructors or professors in a field of interest to you.

To prepare to contact people for interviews:

- **make a list** of people to contact
- **consult the Yellow Pages** to find companies to contact
- **make a plan** for whom to call and when
- **decide which people** could be interviewed on the telephone and which should be interviewed in person
- **prioritize calls** in order of importance or greatest interest
- **write down specific questions** to ask before making calls
- **create a set of specific questions** to ask in interviews, depending on your purpose.

Ask these useful questions in a career-related interview:

"Do you know someone who might be able to help me?"

"Where do I find more information on…?"

"What has been your experience…?"

"Do you have any tips you would be willing to share with me?"

"I am interested in a career/job that is similar to what you are doing. Would it be possible to meet with you for 20 minutes to ask you some questions about what you do?"

"What are your expectations of someone applying for a position here?"

"Would you be open to my conducting an information interview with some of your staff?"

"Would you be comfortable having me job shadow you or one of your staff for a day?"

tips

Tips for a Successful Interview

- Bring the questions you have prepared, paper, a pen and a clipboard to write on.
- Be courteous. Ask for no more than 20 minutes and be punctual.
- Tell the person the purpose of the interview.
- Send a thank-you note after the interview.

name date

Taking **positive**risks

Taking positive risks means trying new things which might at first be intimidating, but will be beneficial to you once you have done them.

The benefit of positive risk-taking is that it enhances your confidence and sense of self-worth by providing you with a feeling of competence in a new area, or improved competence in an area you struggle with. Often, low feelings of self-worth are related to feelings of incompetence, failure or fear. Learning to throw away failures and take positive risks can help to improve your confidence and feelings of self-worth.

Here are some examples of common things people are often afraid to try:

- skiing
- staying alone
- talking to someone you don't know
- asking someone out on a date
- mountain climbing
- taking a course with strangers
- taking music lessons
- stating your opinion in public
- performing in public – music, individual sports
- failing at something
- doing your best at something
- running for school council.

continued

Taking **positive**risks **CONTINUED**

Here are some things you can do to increase your own positive risk-taking:

- **Throw away a failure** – write a failure, or regret (something you wish you had done or not done) on a piece of paper. Just the basics are enough – no need for detail. Then, crumple up the piece of paper and throw it away – then let go of it in your mind.
- **Take positive risks in small stages** – start with sharing something small about yourself. Once you are comfortable with that small risk, move on to something a little more difficult. Remember to celebrate your successes.
- **Discuss anxieties and fears** – evaluate your risks by thinking through them to determine whether or not there is a good reason for your fears. Develop strategies to deal with realistic fears.
- **Take small risks with a close friend** – you have a greater chance of being successful when you are with someone you know well and trust.
- **Choose to take a risk in a small group** – perhaps some of your friends want to try the same thing. You could be a support group to each other.
- **Share concerns and anxieties with close friends** – hearing yourself talk about your concerns may help you to realize that your concerns are less frightening than they appeared to be when they were internal.
- **Keep a positive risk-taking journal** – write down the risks you have taken, how you felt when you took them, and what you accomplished or felt afterward. Look back after a few months to see you far you've come.
- **Choose a positive risk activity for a special occasion** – once you are more comfortable with risking taking, choose a special time, like a birthday or anniversary of moving to a new place. Take a friend or your family with you. Celebrate your success.

name date

Employment standards

The *Alberta Employment Standards Code* is a law establishing minimum standards of employment for employees and employers.

Standards include payment of earnings, hours of work and rest, overtime pay, general holiday and vacation pay, notice of employment termination, maternity and adoption benefits.

If you are under 18 years of age, there are some rules you should know before you head out into the world of work.

If you are 12 years old but under 15, you can be employed as a delivery person for a retail store, a clerk in an office or retail store, or a delivery person for newspapers, flyers or hand bills.

- Any other type of employment requires a permit from the Director of Employment Standards.
- Employees under 15 years old can only work two hours on a school day and eight hours on a non-school day. They cannot work between 9:00 p.m. and 6:00 a.m.
- A parent or guardian must give the employer written consent.

If you are 15 years of age but under 18, you cannot work at any of the following types of business between midnight and 6:00 a.m.; between 9:00 p.m. and midnight, you must be in the continuous presence of another individual 18 years old or older:

- any retail business selling food, beverages or other goods
- a retail business selling gasoline, propane or other similar product
- a hotel, motel, inn or other overnight accommodation service.

Payment of earnings

According to *Employment Standards Guide*, Alberta Human Resources and Employment, January 2001, employees must be paid not later than 10 days after the end of each pay period.

Minimum wages

- The general minimum wage is $5.90 per hour.
- School bus drivers, adolescents employed on days when required to attend school, and part-time employees in certain non-profit recreation or athletic programs are entitled to not less than two hours pay at minimum wage if they are employed for less than two hours.
- All other employees are entitled to not less than three hours at the minimum wage if they are employed for less than three hours and they are available to work for the full three hours.

continued

Employment standards CONTINUED

Rules regarding termination of employment

Employees wishing to terminate their employment must give the employer a written termination notice of at least:

- one week if employed more than three months but less than two years
- two weeks if employed two years or more.

Employers wishing to terminate the employment of an employee must give the employee a written termination notice of at least:

- one week, if employed more than three months but less than two years
- two weeks, if employed two years but less than four years

or

- the wages the employee would have earned for the applicable period of notice

or

- a combination of written notice and the wages the employee would have earned for the applicable period of notice (Some exceptions apply.)

For more information on Alberta's Employment Standards

Employment Standards **427-2731**
(if you are outside the Edmonton area, call toll free from anywhere in Alberta by dialing ***310-0000*** *and then entering* ***427-2731****.)*

Employment Standards web site
<**www.gov.ab.ca/hre/employmentstandards**>

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name date

How to evaluate **health**information on the web

This may be a surprise to many people, but the only qualification needed to run a health and medical web site are basic computer skills!

So to get the best health care, you have to make sure that the medical information you are using from the Web is reliable and trustworthy. Your challenge is to figure out which web sites provide reliable information from knowledgeable and ethical health professionals and which ones provide information put together by a person who has limited expertise and credibility.

Here are some tips to help you evaluate health information on the web.

1. **Visit several sites.** A single site will probably not provide a comprehensive picture of what you need to know about a health issue. Visit as many as four to six sites.
2. **Find out who runs the site.** Any good health-related site should make it easy for you to learn who is responsible for the site and its information. Pay close attention to the credibility and credentials of the publishers.
3. **Who wrote the information?** Is the author a physician, nurse practitioner or other health professional? What are their credentials, affiliations and professional experience? What are their qualifications for writing on the subject at hand?
4. **What is the source of the information?** Many health sites post information collected from other web sites. If the person in charge of this site did not create the information, then the original source should be clearly labelled and available for your assessment.
5. **Look for a current date.** Health and medical information on web sites should be reviewed and updated on a regular basis.
6. **Look to see that there is a scientific basis for the information** and opinions that are offered. Look for references and citations so that you can learn more about the topic and evaluate the quality of the information.
7. **Find out the site's main purpose.** Look under "About this site" or "Mission statement."
8. **Be cautious.** Be skeptical of sites that are not well-known or government-sponsored because many are created and maintained for commercial reasons. The information on these sites may be accurate, but it is wise to consider the possibility that someone is trying to sell something by providing the information.
9. **Protect your privacy.** Any credible health site asking for personal information should tell you exactly what they will and will not do with it. Be certain that you read the site's privacy policy statements. And be sure you know why they are asking you to disclose personal medical information.
10. **Share the information you gather** from Internet sources with your parents and health professionals. Make sure you seek their input and recommendations about your Internet health sources, especially when it concerns conditions or treatment decisions.

Adapted with permission from UnitedHealth Foundation, "Would You Take Medical Advice from Your Neighbor's Sixteen-Year-Old Kid?," *Improve Your Health*, 2001, <http://www.unitedhealthfoundation.org/pdfs/web.pdf> (November 9, 2001).

name date

Choosing a **positive**attitude

Create a positive picture of the person who is you.

Consider the following strategies to help you choose a positive attitude.

- **You can choose to be optimistic.** The glass can be seen as half full.
- **You can choose to accept things as they are.** This doesn't mean you give up or quit, it means that you don't continue to bang your head against the wall. You just get on with the rest of your life.
- **You can choose to be resilient.** You can make like an oak tree with strong roots and a foundation. Like a tree you can sway and bend as life batters you but bounce back when the storm is over. When you are resilient, you can survive almost anything including loss, heartache, abuse.
- **You can choose to be cheerful.** Start by refusing to say negative things. Curl your tongue and take five deep breaths. Smile. When you send out positive words, thoughts and feelings, and act in a positive way, positive people and situations are more likely to become part of your life.
- **You can choose to behave in an enthusiastic way.** Approach everything you do with energy. Enthusiasm is contagious; the more upbeat you are, the more likely others around you will act in an upbeat, positive way.
- **You can choose to have a sense of humour.** Laughter helps everyone feel positive, including yourself. Acting silly now and then can significantly change your own mood and the mood of a situation.
- **You can choose to be grateful.** Pay attention to people, events, things and situations for which you are grateful. Consider keeping a daily gratitude journal.
- **You can choose to have faith.** For some this means having faith in a higher power, for others this may mean having faith in others and themselves. Having faith means believing that things will work out.
- **You can choose to have hope.** Without hope, life has no meaning or purpose. We expect nothing, plan nothing, and set no goals. Search for hope in your life. Approach your life with hope for it is the most important attitude of all.

Excerpted from *What Do You Stand For? A Kid's Guide to Building Character*, pp. 15-16, by Barbara A. Lewis © 1998. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; <www.freespirit.com>. All rights reserved.

name date

Negotiationskills

Learning to negotiate with others increases the likelihood that we will get closer to what we want and need in life.

To be a good negotiator, there are several factors to consider.

- Clearly establish what the real issues are. In negotiations, often two things are bargained for…what is stated openly and the real concerns that are often not said aloud. You need to watch body language, listen carefully and check out any assumptions you have. Paraphrasing is an important skill for a good negotiator to have.
- If you get stuck on a particularly difficult issue, leave it for a while and move on. Then, come back to the unresolved issue. Hopefully, further discussion and agreements in other areas will make both parties more willing to negotiate on the outstanding issue.
- Keep your goals in mind. When the going gets tough, many people don't persevere. Recognize that successful negotiation takes time.
- Consider previous precedents. To justify what you are asking for, refer to previous situations in which you or others did the similar or same thing with favourable results. If the precedent had unfavorable results, you might want to rethink your current goals.
- Remain calm and focused during negotiations.

Styles of negotiation

There are two common styles of negotiators: the win-at-all-costs negotiator and the win/win negotiator. The win-at-all-costs negotiator sees every negotiation in terms of winning and losing, and definitely wants to be the winner. When confronted with this style, the most effective strategy is often to discontinue the negotiation or direct the communication pattern toward a win/win situation.

The win/win negotiator tries to find acceptable solutions for both parties. This kind of negotiator regards the conflict as an opportunity to uncover creative solutions that will benefit both parties.

continued

Negotiationskills
CONTINUED

Steps to win/win negotiation

In a negotiation, the first few minutes of the process are the most important.

- **Prepare to negotiate by clarifying your goals to yourself.** What will you ask? Is what you want negotiable? When would be a good time to negotiate?
- **Set up a meeting.** Choose a comfortable, quiet place to meet. Pick a time that works for everyone, not when other tasks need to be done or participants are stressed.
- **Write down the points you want to raise.**
- **Agree to solve the problem.** State this positive intention by saying something like "I want to solve this problem. I hope you want to solve the problem as well."
- **Set the ground rules.** Don't assume everyone will behave a certain way. Typical rules include no name-calling, no interrupting, avoiding put downs, telling the truth.
- **Use "I" messages.** Be as specific as possible. For example, "I feel frustrated when we've made plans and they get changed at the last minute. I need to feel I can count on you."
- **Listen and clarify needs.** To ensure understanding, paraphrase the other person's perspective.
- **Keep the meeting positive and upbeat.**
- **Work to establish common ground.**
- **Separate fact from feeling.**
- **Explore solutions** that provide the greatest opportunity for mutual satisfaction.
- **Reach an agreement.**
- **Don't be discouraged** if at first you don't succeed. If you need another meeting, suggest that you meet again in a week or so.

The key to good negotiations is to have a clear understanding of what the other side wants, and then demonstrate that you can help to achieve both sets of goals—yours and the other person's.

name date

Leading and **encouraging** discussions

The success of any discussion depends upon active participation of all group members.

Individuals will share freely only when there is a climate of acceptance and comfort. Individuals must perceive that the sharing of ideas is safe and that opinions are welcome. Feelings, attitudes and expectations influence cooperation, listening, participation, trust and openness.

As a leader, you need to be aware of signs that identify potential problems. If participants begin to look bored, shift in their seats, avoid eye contact, engage in side conversations or show by their expressions and body language that they don't agree, it is time to ask questions. Determine what is going on and what actions will change the tone of the discussion. Do not assume that silence means support and consent.

The following examples offer guidelines for encouraging discussions.

- **Ask for feelings and opinions**—Ask questions that will help people express ideas and draw people into the discussion. For example: *"Joe, what is your reaction to…"? "How do you feel about…?"*
- **Paraphrase**—Repeat in your own words what the other person said. This shows that you listened to the other person and that you understood his or her message. This strategy helps individuals feel that what they said was important. Don't paraphrase every statement—just selected statements. Start your paraphrase by saying something like *"Let me see if I understand your position. Are you saying that…?"* or *"You seem to be saying that…"*
- **Encourage participation**—Sometimes people need to be personally invited to share ideas. Extend invitations by saying things like—*"I'd like to hear from Jill before we go on"* or *"Jaime, how would you respond to that concern?" " We have heard from almost everyone, would those who haven't spoken like to share their ideas ?"*
- **Ask for a summary**—You could say *"A lot of good ideas have been presented. Would someone please summarize the major points before we go on ?"*
- **Ask for examples**—You could say *"I am unclear, would you please share some examples of how your idea could work."*
- **Test for consensus**—You could say *"It seems that there is some agreement on this issue, before we go on let's have a show of hands to see how people feel about this idea."*
- **Initiate action**—You could state *"We need some suggestions on how to get started."*
- **Be supportive**—You could say *"Let's give Jim a chance to share the way he sees it"* or *" Laura , you have had a chance to share your ideas, let's hear from someone else."*
- **Note differences**—You could say *"You seem to be disagreeing, would you like to share your ideas?"*

Reprinted with permission. *Effective Meeting Skills* (1988) (pp. 41, 42, 43, 44, 45, 86) by Marion E. Haynes, Crisp Publications, <www.crisplearning.com>.

continued

Leading and **encouraging** discussion **CONTINUED**

Things to avoid

- Avoid unanswerable questions—Be sure that the questions you ask can be answered by some member of the group.
- Avoid Yes/No answers to questions—Unless followed by further questions, such as "why", "when", "how", or "what", a question that can be answered by a "yes" or a "no" tends to stop discussion.
- Avoid vague questions—Sometimes you may need to rephrase your question or break it down into smaller questions.
- Avoid rushing people—Some people need more time to think about an answer. Note which people quickly offer ideas and which people seem to be reflecting. Before a topic is changed make sure that you ask the reflective people if they would like to add any ideas.

Common issues and solutions

If you want to stimulate discussion	*ask the group a general question*
If you want to wrap up discussion	*ask an individual to summarize the discussion*
If you want to bring a participant into the discussion	*ask an individual a general question*
If two participants are engaging in side conversation	*ask one a specific question*
If you are asked a question and you are not sure of the answer	*direct the question back to the group*
If two participants are debating a point and everyone else is just sitting and watching	*ask an individual to summarize the discussion*
If discussion has been going on for some time without much progress	*ask the group for a summary*
If you want to know if you have been an effective discussion facilitator	*ask the group for constructive feedback.*

name date

Volunteering and **career**building

Are you looking for a job but don't have the experience? Are you frustrated that without a job you can't get the experience?

Do you need more skills or connections to find work? Try volunteering!

Think of it as an investment

Volunteering is one of the best investments you can make with your time. The more you give, the more you receive. But the rewards are not the kind you measure in dollars and cents. Volunteering can pay life learning and career-building dividends. Here's how.

Volunteering **helps** you:

- get work experience
- practise the skills you already have
- learn new skills
- meet people and make connections that may help you get a job
- demonstrate your maturity to future employers
- get a feel for the workplace
- check out careers that might interest you
- learn about the challenges and rewards of various careers
- learn more about yourself
- try new experiences, meet new challenges and discover new strengths.

As if that weren't enough, volunteering **also**:

- lets you express your values and beliefs through community service
- makes a difference in the lives of others.

continued

Things to **consider**

- **Be realistic about your skill level** when you apply for volunteer work. An organization may need people with more skills than you have to offer in the role you want. You may need to develop skills before taking on more challenging positions.
- **Think about what you want in a volunteer job.** Make two lists: features that are "must haves" and those that "would be nice."
- **Choose an agency or project, or several, that fit your requirements.**
- **Call ahead. Ask about volunteer opportunities.**
- **Make an appointment for an interview or information session.**
- **Be specific about what you hope to gain, your skills, and time available.**
- **Be flexible.** Are you willing to consider other roles?
- **Be patient.** Finding a volunteer opportunity that's right for you may take time.
- **If at first you don't succeed, try again**—with the same agency or somewhere else.
- **Understand your role and responsibilities.** In any organization, things always run more smoothly when everyone understands their responsibilities and their common goals. Ask for a clear, written job description spelling out what you have been asked to accomplish, who you will be working with, who you will report to, how much time you have and whether any resources are available to help you.

What does it take to be a volunteer?

Caring — enough to do something.

Initiative — to turn your caring into action.

Commitment — to follow through on the promises you make.

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Reproduced with permission from *Volunteering: How to Build Your Career by Helping Others* (2001) (pp. 7, 13, 32, 33). Government of Alberta, Human Resources and Employment.

name date

Volunteerwork

Volunteering is an excellent way to find out more about the types of tasks involved in many occupations.

It also provides opportunities to develop new skills.

Volunteer work gives you the opportunity to:

- meet and socialize with people in your target occupations
- gain recognition
- develop skills
- get training or employment-related experience
- build confidence, as well as a personal sense of satisfaction.

Consider what kind of volunteer work you could do to discover more about occupations that interest you. Look for volunteer work that is directly related to the types of activities involved in your target occupations, provides related training and allows you to experience a similar work environment. For example, if you are interested in recreation occupations and are looking for leadership training, contact your local parks and recreation board, and organizations such as Scouts Canada or Girl Guides of Canada.

There are many ways to find unique and interesting volunteer experiences.

- **Check with your local volunteer action centre or contact the agencies you are interested in directly.** Use the "Associations" section of the Yellow Pages to find non-profit organizations. Then, call them to find out how they are funded and what they do. Ask if they need volunteer help.
- **Answer advertisements** in newspapers, newsletters and on radio or television.
- **Tell your family, friends and casual acquaintances** about the types of volunteer work you are looking for. They may know of opportunities and contacts.
- **Ask teachers and career counsellors.** Most counsellors and teachers belong to or know about community groups and service organizations.
- **Talk to employers.** Some employers may be interested in having you work as a volunteer or be willing to direct you to volunteer experiences they prefer prospective employees to have.

continued

Volunteerwork CONTINUED

Before you make a commitment, make sure the position will fulfill your needs and you can fulfill the position's needs.

Consider the following questions.

- What duties are involved? How many hours per week do you have to commit? If there is a training period, how long is it?
- Do your values, ethics and goals agree with those of the organization?
- Will you have opportunities to develop skills that can be transferred to paid employment? Is the work meaningful for you?
- What special safety precautions and/or equipment are required? Do you have to supply your own equipment?
- How much will volunteering cost you? Consider travel expenses, meals away from home, specialized clothing.

Becoming a volunteer is a commitment.

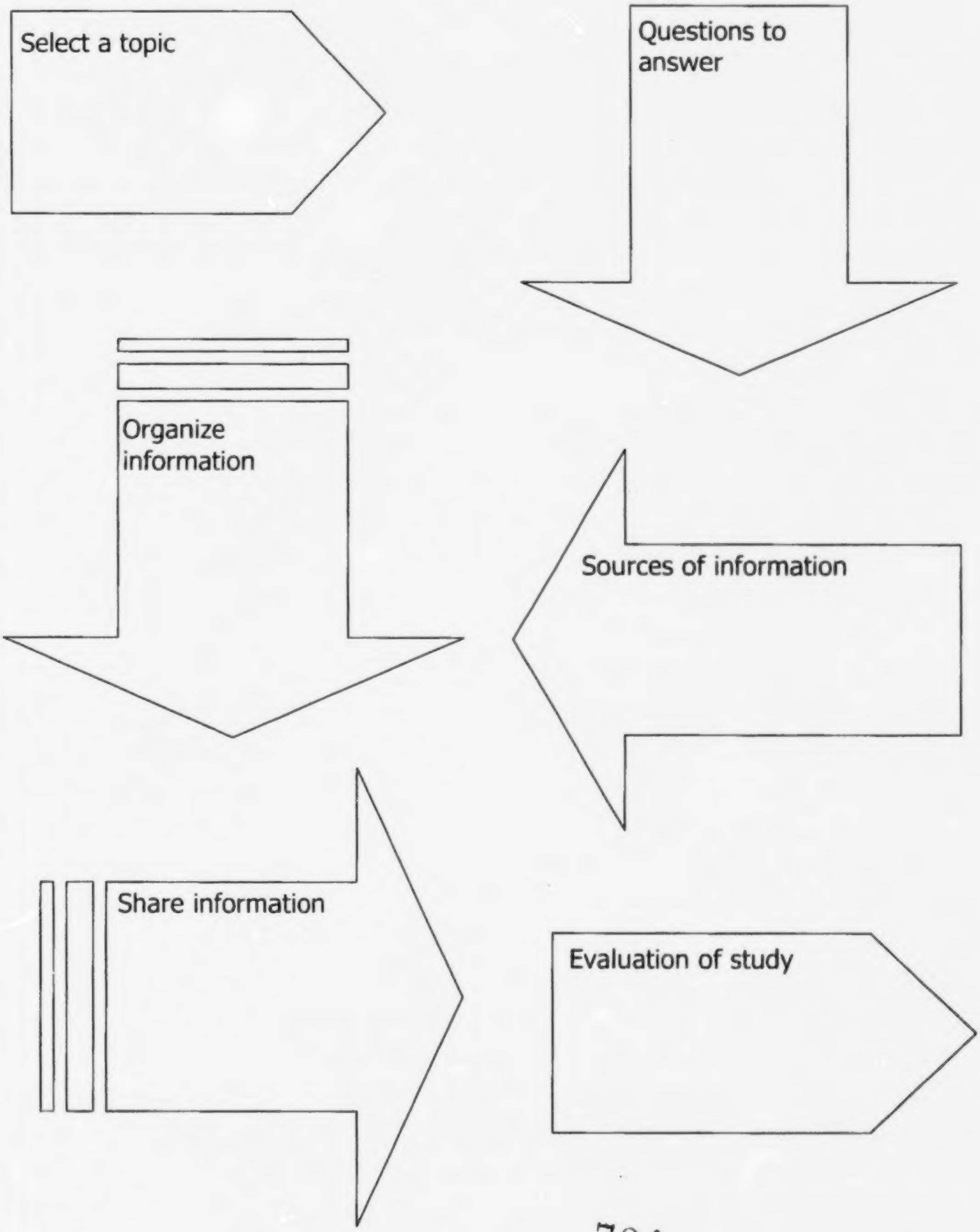
Take your volunteer responsibilities seriously and conduct yourself as professionally as you would on the job.

Student activity master #1

Name ______________________

Date ______________________

Independent study and research

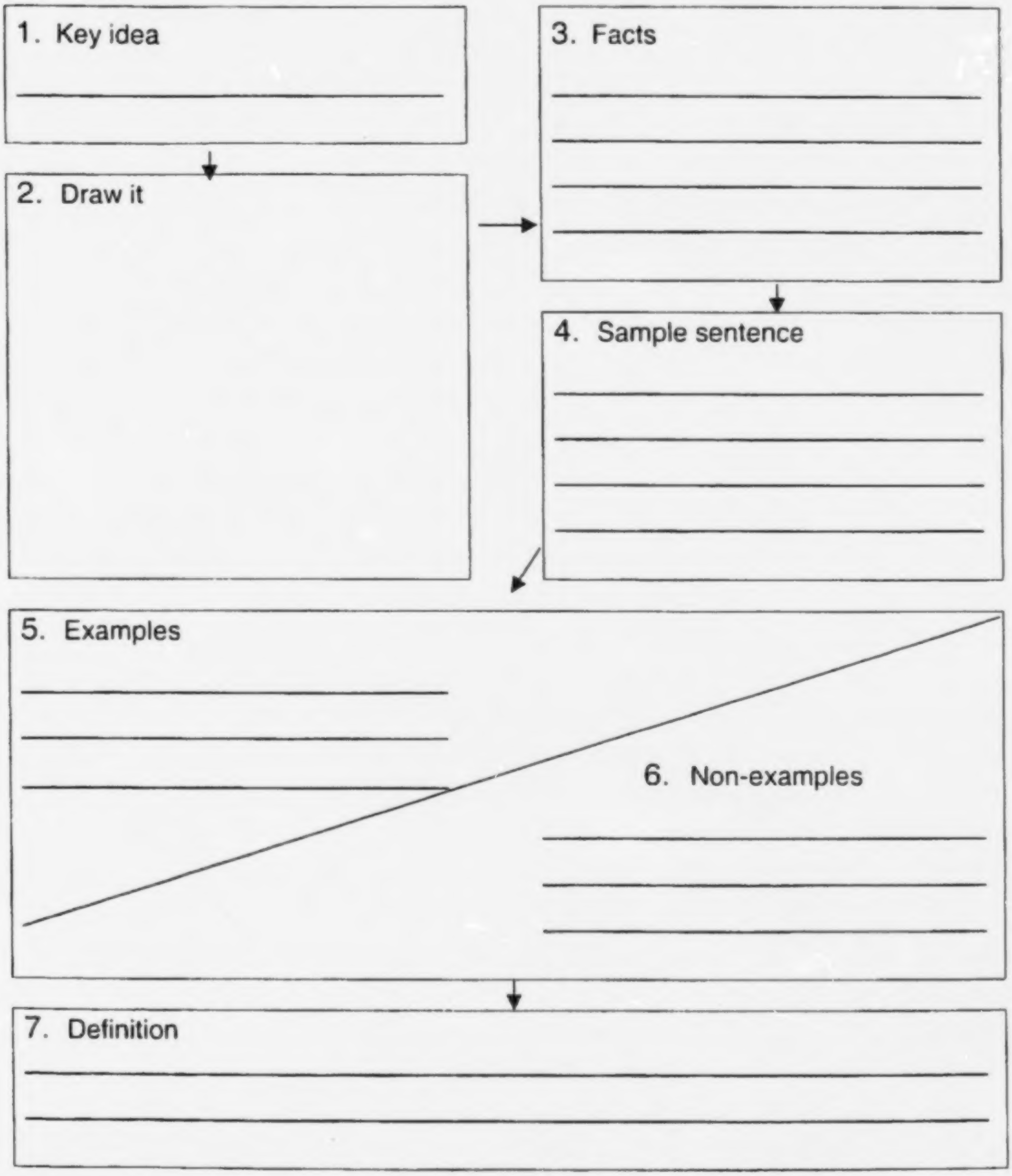

Select a topic
Questions to answer
Sources of information
Organize information
Share information
Evaluation of study

Student activity master #2

Name ____________________________

Date ____________________________

Idea builder



1. Key idea

2. Draw it

3. Facts

4. Sample sentence

5. Examples

6. Non-examples

7. Definition

Used with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.

Student activity master #3

Name ______________________________

Date _______________________________

T-chart

Title/Topic: ____

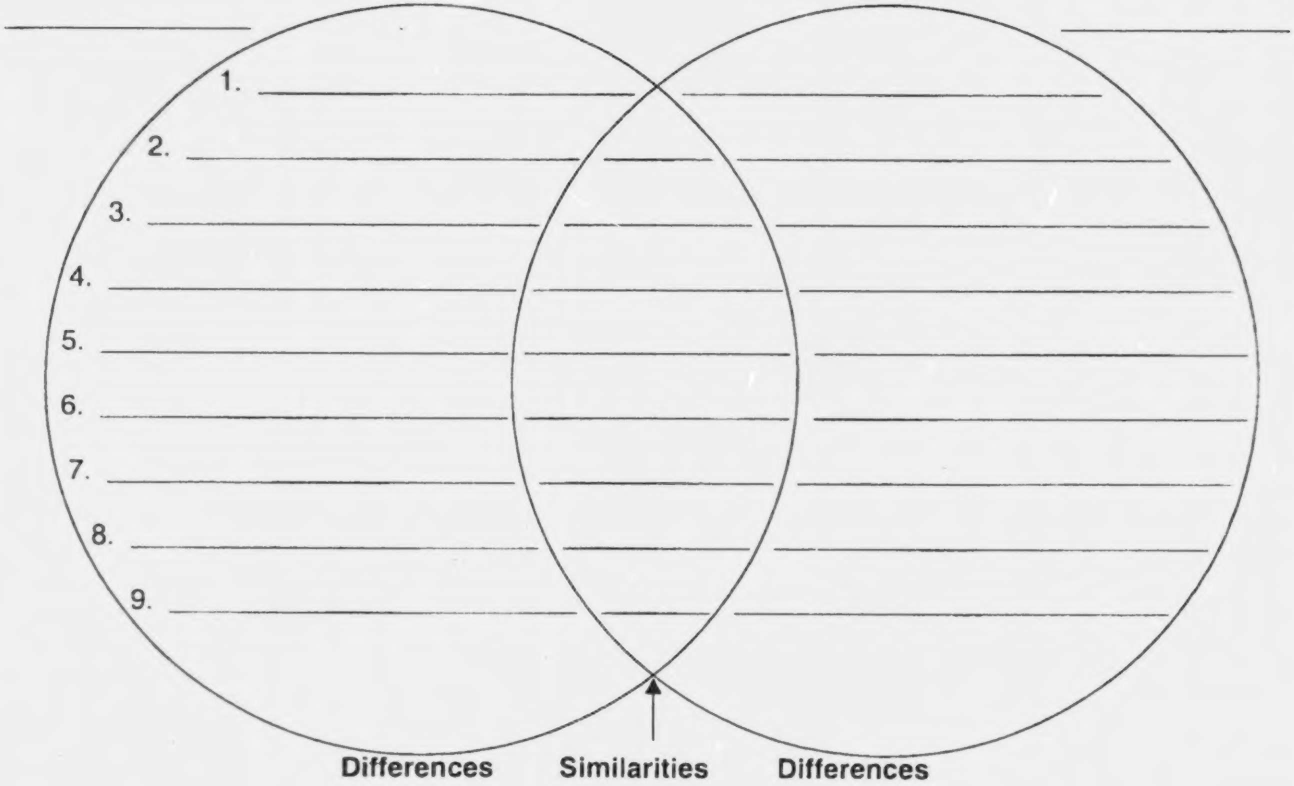
Looks like:	Sounds like:	Feels like:

Student activity master #4

Name ____________________

Date ____________________

Venn diagram


1.
2.
3.
4.
5.
6.
7.
8.
9.
Differences
Similarities
Differences

Student activity master #5

Name ____________________

Date ____________________

P–M–I decision-making chart

Question: ____________________

Choice 1

____

____

Plus	**Minus**
Interesting (Give reasons why)	

Choice 2

____

____

Plus	**Minus**
Interesting (Give reasons why)	

My decision

____

____

____

____

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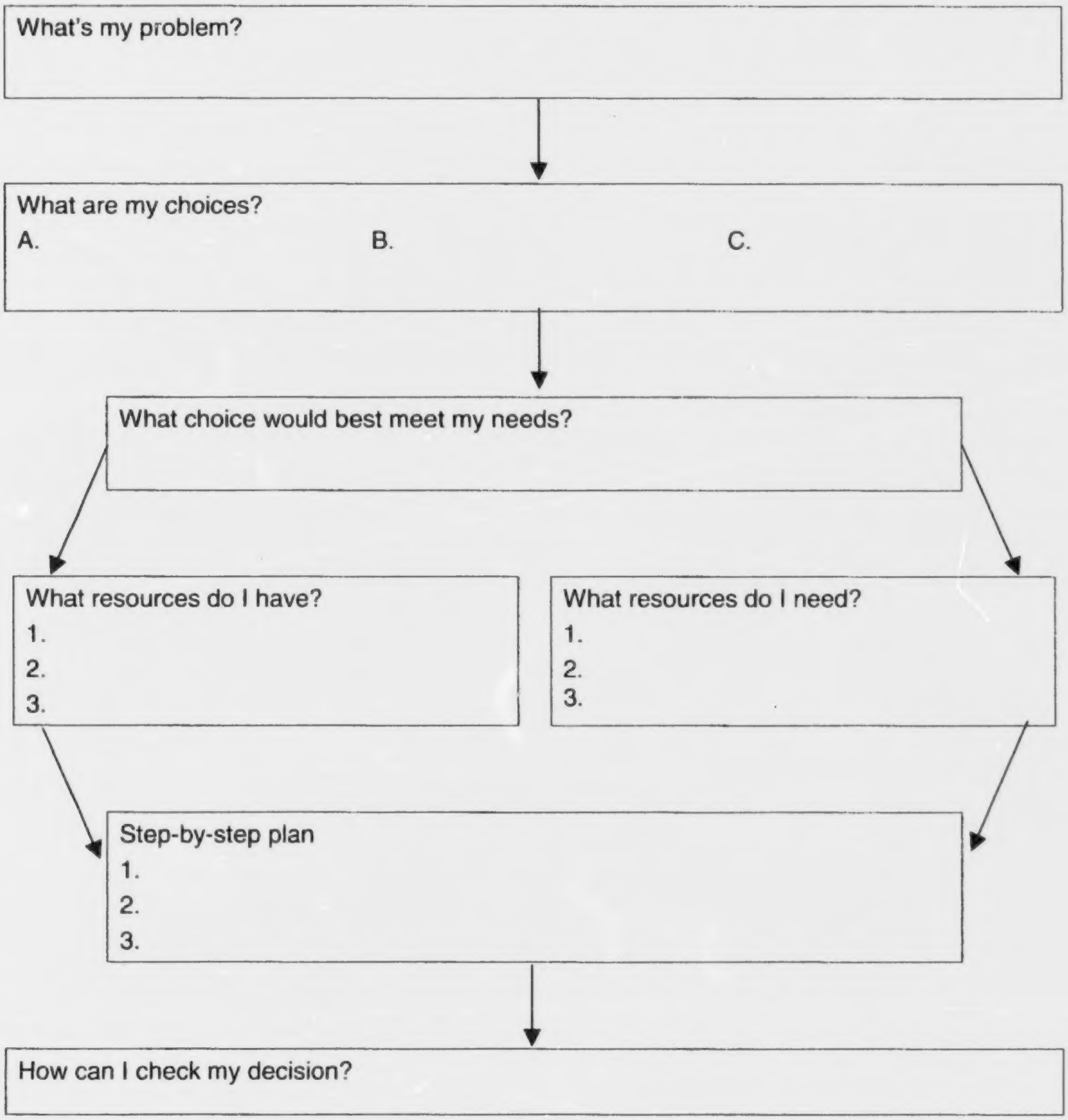
Student activity master #6

Name ______________________

Date ______________________

What I have, What I need



What's my problem?

What are my choices?

A. B. C.

What choice would best meet my needs?

What resources do I have?

1.
2.
3.

What resources do I need?

1.
2.
3.

Step-by-step plan

1.
2.
3.

How can I check my decision?

Used with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 232.

Name ______________________________

Date ______________________________

K–W–L chart

K	W	L
(List what you already ***know*** *about the topic.)*	*(List questions about what you* ***want to know*** *about the topic.)*	*(Using your questions as a guide, write all the information you* ***learned****.)*

Student activity master #8

Name: ______________________________ Date: ________________

Choosing a service project

Identified Need: ____

1. List reasons this is an important need for the class to address.

____

____

____

2. What is one short-term project the class could do to address this need?

____

____

____

3. What is needed for this project? (Think about expenses, materials, adult help, transportation.)

____

____

____

4. What challenges or barriers might keep this project from being successful?

____

____

____

5. What are *two* long-term projects the class might carry out to address this need?

____

____

____

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 65. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

Student activity master #9

Name: ______________________ Date: ______________

Making it happen

Service Project Plan

1. The need we will address: ______________________

2. A brief description of our project: ______________________

3. Our project goals: ______________________

4. Our committee: ______________________

Jobs to be done	Who will do them?	Timelines

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 66. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

Student activity master #10

Name: ______________________________ Date: __________________

Reviewing the service learning project

Answer the following questions.

1. What skills did the class use to carry out this project?

2. What was accomplished through this project?

3. What can we do to improve our next project?

Adapted with permission from *Changes and Challenges: Becoming the Best You Can Be* (Newark, OH: Lions-Quest/Lions Clubs International, 1985, 1988, 1992), p. 67. *Skills for Adolescence* is a program sponsored by Lions Clubs International.

Student activity master #11

Name: ______________________________ Date: ______________

What is controversy?

Define controversy.

Describe three *causes* of controversy.

1. ______________________________
2. ______________________________
3. ______________________________

Describe three possible *benefits* which can result from controversy.

1. ______________________________
2. ______________________________
3. ______________________________

Describe three *dangers* which can result from controversy.

1. ______________________________
2. ______________________________
3. ______________________________

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 15.

Student activity master #12

Name: ______________________________ Date: ______________

What … Me biased?

1. What is bias?

2. What causes people to become biased?

Think about this issue and answer the questions:

3. The community where you live has decided not to allow skateboarding and inline skating on public sidewalks.
   a. How do you feel about this decision?
   b. Do you skateboard and/or inline skate?
   c. Who do you think will ***agree*** with the community's decision and why?
   d. In what ways might these people be biased?
   e. Who do you think will ***disagree*** with the decision and why?
   f. In what ways might these people be biased?
   g. Can you identify any of your own biases in relation to this issue?

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 17.

Student activity master #13

Name: ______________________ Date: __________

Research record

Issue/topic: ______________________

Source: ______________________

____

Important information: ______________________

Biased (circle your answer)? YES NO

If yes, in which way(s)? ______________________

My thoughts:
(How does this information relate to the issue? Use the back of this sheet if you need to.)

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 51.

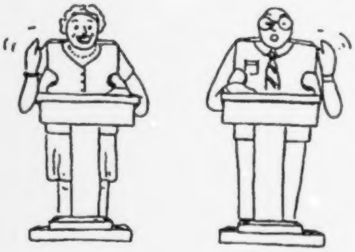
Name: ______________________________ Date: ______________

Talking the talk—Guest speaker report

Issue: ______________________________

Name of speaker: ______________________

Occupation: __________________________



Source of information (check one or both):
Primary _____ Secondary _____

Notes:

____
____
____
____
____
____
____
____
____
____
____
____

Space for drawing/illustrations:

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 53–54.

Talking the talk—Guest speaker report (continued)

BIASED: In your opinion, is this speaker influenced by personal bias?

Is the information based more on the speaker's opinion about the issue, or on facts?

How do you know?

How has this information affected your opinion?

What is your position on this issue now and why?

Student activity master #15

Name: ______________________ Date: ____________

Making a decision

Issue: ____________________

Option: ____________________

	PROS +	CONS –
Facts:		
Feelings:		
My new ideas:		

My decision on this option:	
My reasons for decision:	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

Student activity master #16

Name: ______________________________ Date: ____________

Position paper—Here's what I think

Title: ____________________

After examining the different sides of this issue, I have decided that the best option at this time is:

I consider my option to be the best choice because:

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 64.

Student activity master #17

Name: ________________________ Date: ____________

Planning to take action

What do you hope to achieve? ________________________

What is your plan of action? ________________________

Can you stop or change your proposed action once it is started? ________________________

Examples of actions

- attend meetings
- begin (and/or sign) a petition
- conduct a public awareness campaign
- create displays, posters, brochures, media-related material
- discussions with parents, other students, teachers, others
- goods or services boycotts
- join or form a group
- learn more about issues, who makes decisions and how
- make a presentation
- make phone calls
- write a report
- write letters to: editors, politicians, decision makers, and other influential people

Brainstorm additional examples of actions:

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 70.

Student activity master #18

Name: ______________________________ Date: ______________

Let's do it—Defining your actions

Issue: ______________________

My position: ____

____

Action planning table					
Action	Type of action	Resources to be used	Group or individual	Dates for action	Anticipated results of action

My chosen action: ____

____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 71.

Student activity master #19

Name: ______________________________ Date: ______________

Did I make a difference?
Evaluating your actions

Issue: ______________________

What did I (we) do?	What were the results?
What could we do now?	
What are the most important things I learned from this unit?	
How could I use the new information and skills from this unit in the future?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

Student activity master #20

Name: ______________________________ Date: ______________

Rating scale

Partner work

I cooperate with my partner by:	1 never	2 sometimes	3 usually	4 always
• smiling	●	●	●	●
• looking at them	●	●	●	●
• sitting quietly	●	●	●	●
• nodding	●	●	●	●
• saying words like, "Good idea"	●	●	●	●
• asking them questions	●	●	●	●
• saying thank you	●	●	●	●
• doing my share	●	●	●	●

Student activity master #21

Name: ______________________ Date: ____________

Self-assessment

How am I working on my own?

Colour the appropriate star as the teacher reads each question.

Today—

	Yes	Sometimes	No
1. I listened carefully.	☆	☆	☆
2. I followed directions.	☆	☆	☆
3. I asked myself, "What do I need to do?"	☆	☆	☆
4. I got started right away.	☆	☆	☆
5. I tried my best.	☆	☆	☆
6. I worked on each task until it was finished.	☆	☆	☆
7. I checked over my finished work.	☆	☆	☆
8. I told myself, "Good job."	☆	☆	☆

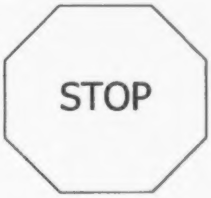
Adapted from Curriculum Support Branch, Alberta Education, *Social Studies, Grades 1–3: Teacher Resource Manual* (Edmonton, AB: Alberta Education, 1989), p. 102.

Student activity master #22 L–1.3

Name: ______________________________ Date: _______________

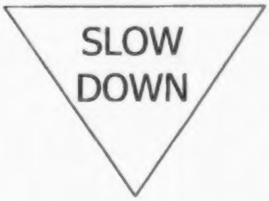
Use your decision-making steps

What do I need to make a decision about?

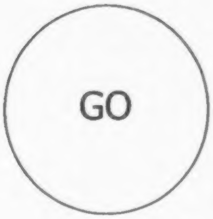
1. 

☐ or ☐

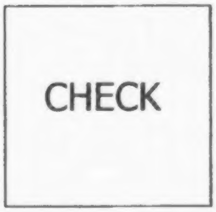
What do I need to think about?

2. 

Choice (what I did)

3. 

What did I learn?

4. 

Student activity master #23 R–2.6

Name: ______________________________ Date: _______________

Rating scale

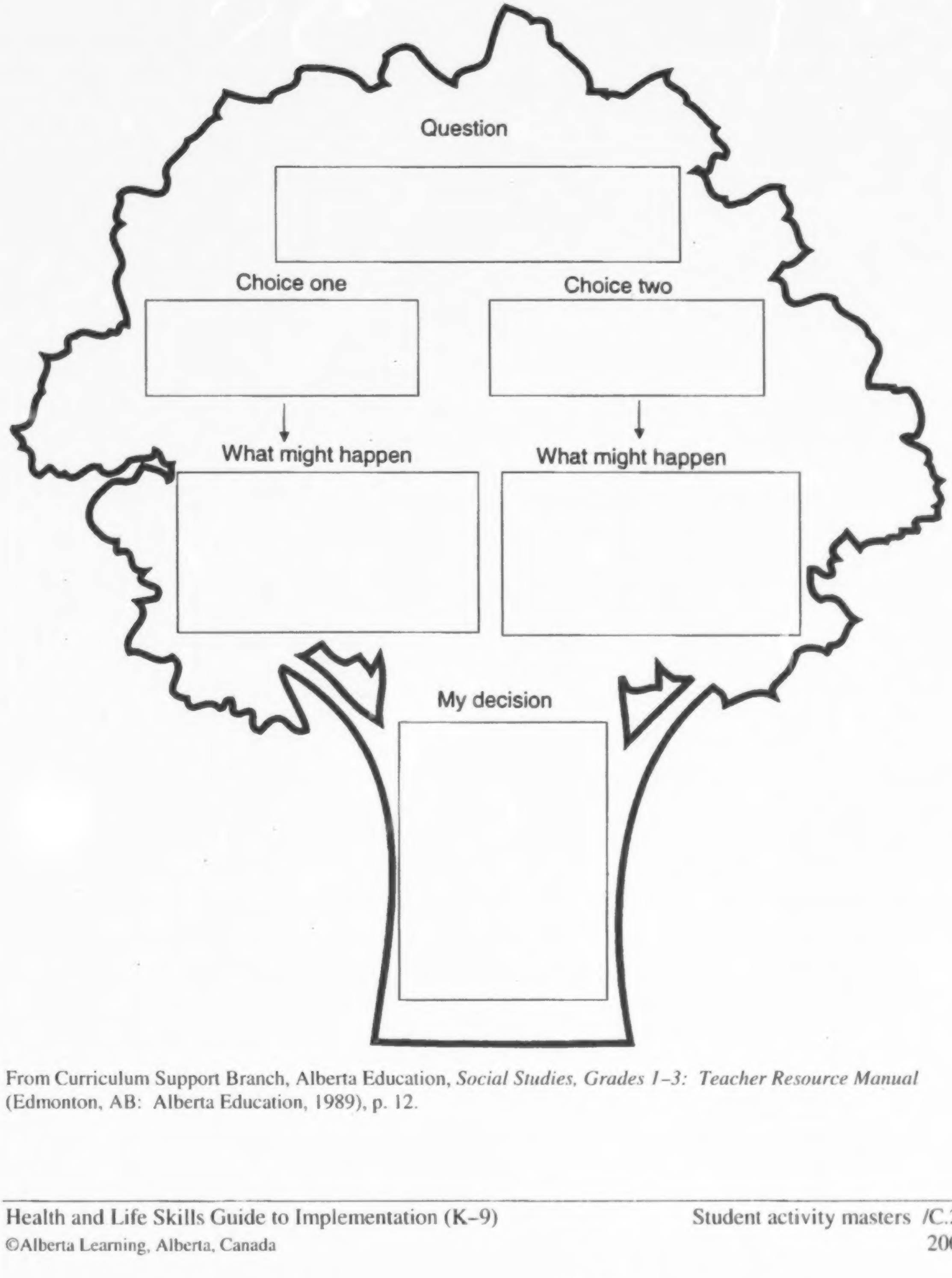
I show respect for others:	1 never	2 sometimes	3 usually	4 always
• by smiling	●	●	●	●
• by looking at them	●	●	●	●
• by sitting quietly	●	●	●	●
• by nodding	●	●	●	●
• by saying words like, “Good idea”	●	●	●	●
• by asking them questions	●	●	●	●
• by saying thank you.	●	●	●	●

Student activity master #24 L–2.3

Name ____________________________

Date _____________________________

Decision-making tree


Question
Choice one
Choice two
What might happen
What might happen
My decision

From Curriculum Support Branch, Alberta Education, *Social Studies, Grades 1–3: Teacher Resource Manual* (Edmonton, AB: Alberta Education, 1989), p. 12.

Student activity master #25 L–2.4

Name: ______________________________ Date: ____________________

Goal sheet

My goal is ________________________

____

____

I am choosing this goal because

____

____

To reach this goal I will:

1. ______________________________

2. ______________________________

3. ______________________________

It will take me _______ days to reach my goal.

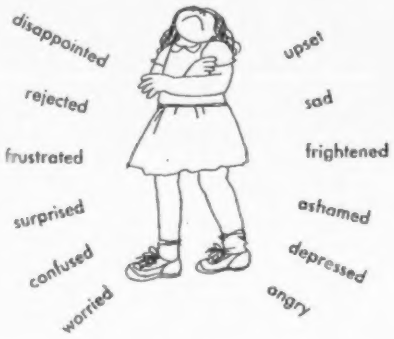
Did I make my goal?
☐ yes
☐ almost
☐ no

Student activity master #26 R–3.7

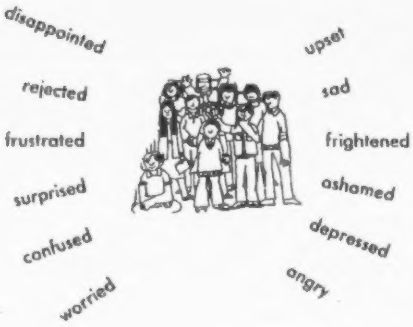
Name: ______________________ Date: ______________________

Effects of conflict

Conflicts make me feel
(circle your feelings):


disappointed
rejected
frustrated
surprised
confused
worried
upset
sad
frightened
ashamed
depressed
angry

Conflicts make other people feel:


disappointed
rejected
frustrated
surprised
confused
worried
upset
sad
frightened
ashamed
depressed
angry

I have conflicts with other people because I want

____

____

____

Other people have conflicts with me because they want

____

____

____

To handle conflicts better, I can:

★ ______________________

____

★ ______________________

____

★ ______________________

____

Student activity master #27 R–3.8

Name: ______________________________ Date: ______________________________

Rate your cooperation skills

Circle the number to show if you demonstrate this behaviour:
1 – none of the time
2 – some of the time
3 – most of the time
4 – all of the time

		None of the time	*Some of the time*	*Most of the time*	*All of the time*
A.	**Follow the rules**				
	• I follow the rules of the group.	1	2	3	4
B.	**Contribute**				
	• I help the group plan its activities.	1	2	3	4
	• I help others to achieve group goals.	1	2	3	4
C.	**Work cooperatively**				
	• I understand my job in the group.	1	2	3	4
	• I finish my job.	1	2	3	4
	• I help to avoid or settle disagreements.	1	2	3	4
	• I help the group stay on topic and finish its job.	1	2	3	4
D.	**Communicate**				
	• I share my ideas.	1	2	3	4
	• I support the opinions of others with facts.	1	2	3	4
	• I do not interrupt others.	1	2	3	4
	• I listen to the ideas of others.	1	2	3	4
	• I ask for information.	1	2	3	4
	• I thank others for their ideas.	1	2	3	4

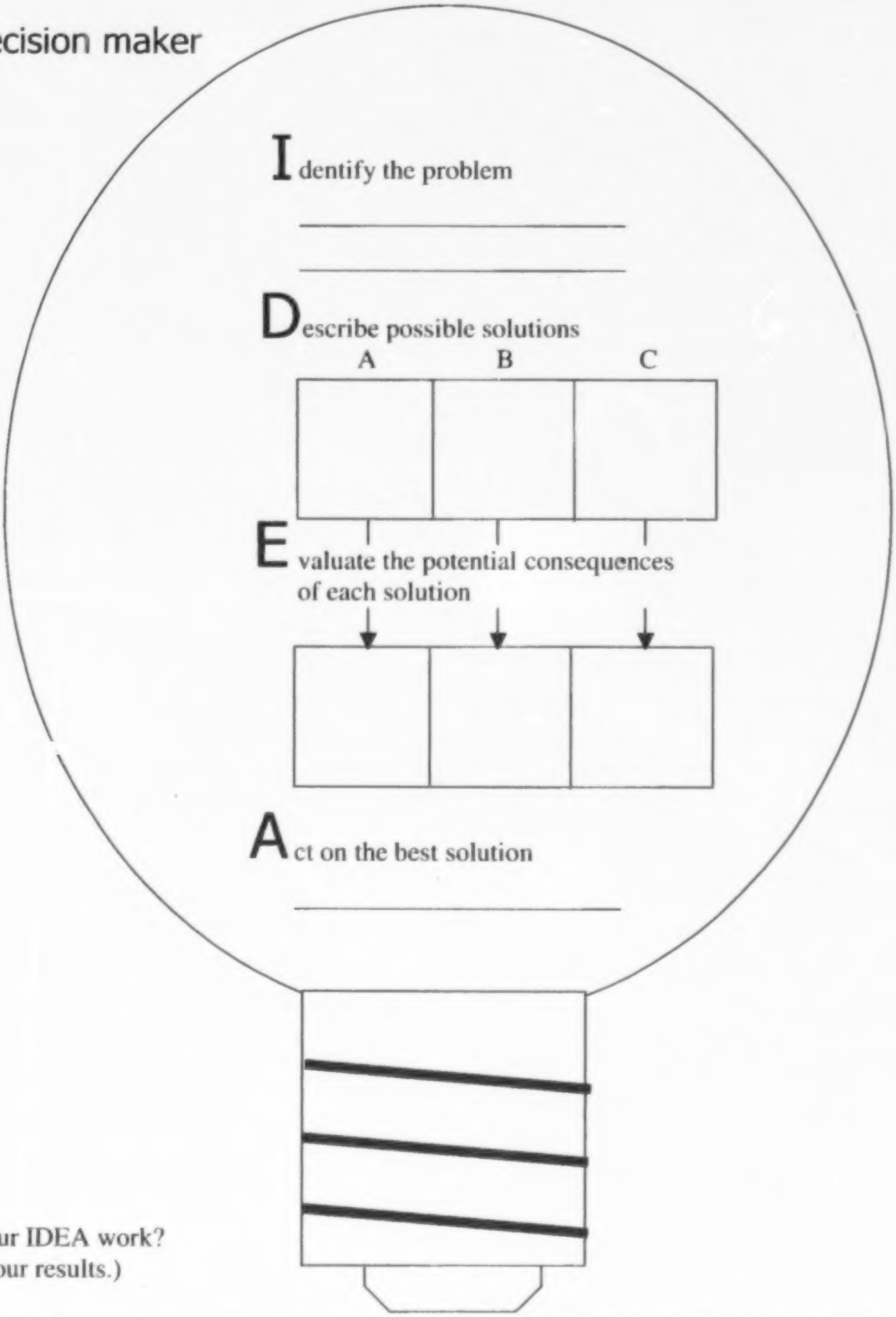
Put a star (*) beside the one behaviour you want to do more of.

Adapted with permission from Barrie Bennett, Carol Rolheiser-Bennett and Laurie Stevahn, *Cooperative Learning: Where Heart Meets Mind* (Toronto, ON: Educational Connections, 1991), p. 140.

Student activity master #28 L–3.3

Name: ______________________ Date: ______________

IDEA decision maker



Identify the problem

____

____

Describe possible solutions

A	B	C

Evaluate the potential consequences of each solution

Act on the best solution

____

How did your IDEA work?
(Evaluate your results.)

____

____

Student activity master #29 L–3.4

Name: ____________________ Date: ____________________

Goal-setting sheet

Is my goal—
Specific? ☐
Measurable? ☐
Action plan? ☐
Realistic? ☐
Timeline? ☐

Goal My goal is to ____________________

Rationale I chose this goal because ____________________

Action plan To reach this goal I will ____________________

Measurement How will I know if I am successful?

	Monday	Tuesday	Wednesday	Thursday	Friday
Week #1					
Week #2					

Evaluation Did I make my goal? ____________________

What would I do differently in the future? ____________________

Adapted from Special Education Branch, Alberta Education, *The Parent Advantage. Helping Children Become More Successful Learners at Home and School, Grades 1–9* (Edmonton, AB: Alberta Education, 1998), p. 52.

Student activity master #30 R–4.8

Name: ______________________ Date: ______________________

How I contribute to group work

My role in this group is ____

____.

I do my job by:

- ____
- ____
- ____

I say things like:

The most challenging part of this job is ______________________________.

The best part of this job is ______________________________.

I would rate my performance in the role of ______________________________

as ______________________________.

Student activity master #31 L–4.4

Name: ______________________________ Date: ________________

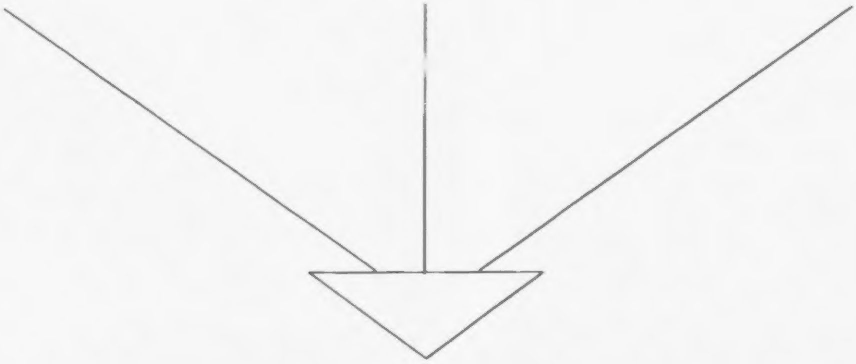
Goal planning: Start small

My long-term goal is ____

________________________ by ______________________________

The smaller steps that will help me reach this goal are:

Short-term Goal A	Short-term Goal B	Short-term Goal C
________________	________________	________________
________________	________________	________________
To reach this goal I will:	To reach this goal I will:	To reach this goal I will:
• ______________	• ______________	• ______________
• ______________	• ______________	• ______________
• ______________	• ______________	• ______________
by ______________	by ______________	by ______________



I will know I have reached my long-term goal when ______________________________

____

____

Student activity master #32 R–5.8

Name: ____________________ Date: ____________________

How I can help my group

During group work, when someone:

☆ keeps interrupting, I feel ____________________

I can help make this situation better by ____________________

☆ argues, I feel ____________________

I can help make this situation better by ____________________

☆ puts down others, I feel ____________________

I can help make this situation better by ____________________

☆ complains, I feel ____________________

I can help make this situation better by ____________________

☆ fools around, I feel ____________________

I can help make this situation better by ____________________

☆ bosses others around, I feel ____________________

I can help make this situation better by ____________________

☆ doesn't listen to others, I feel ____________________

I can help make this situation better by ____________________

☆ is off-topic, I feel ____________________

I can help make this situation better by ____________________

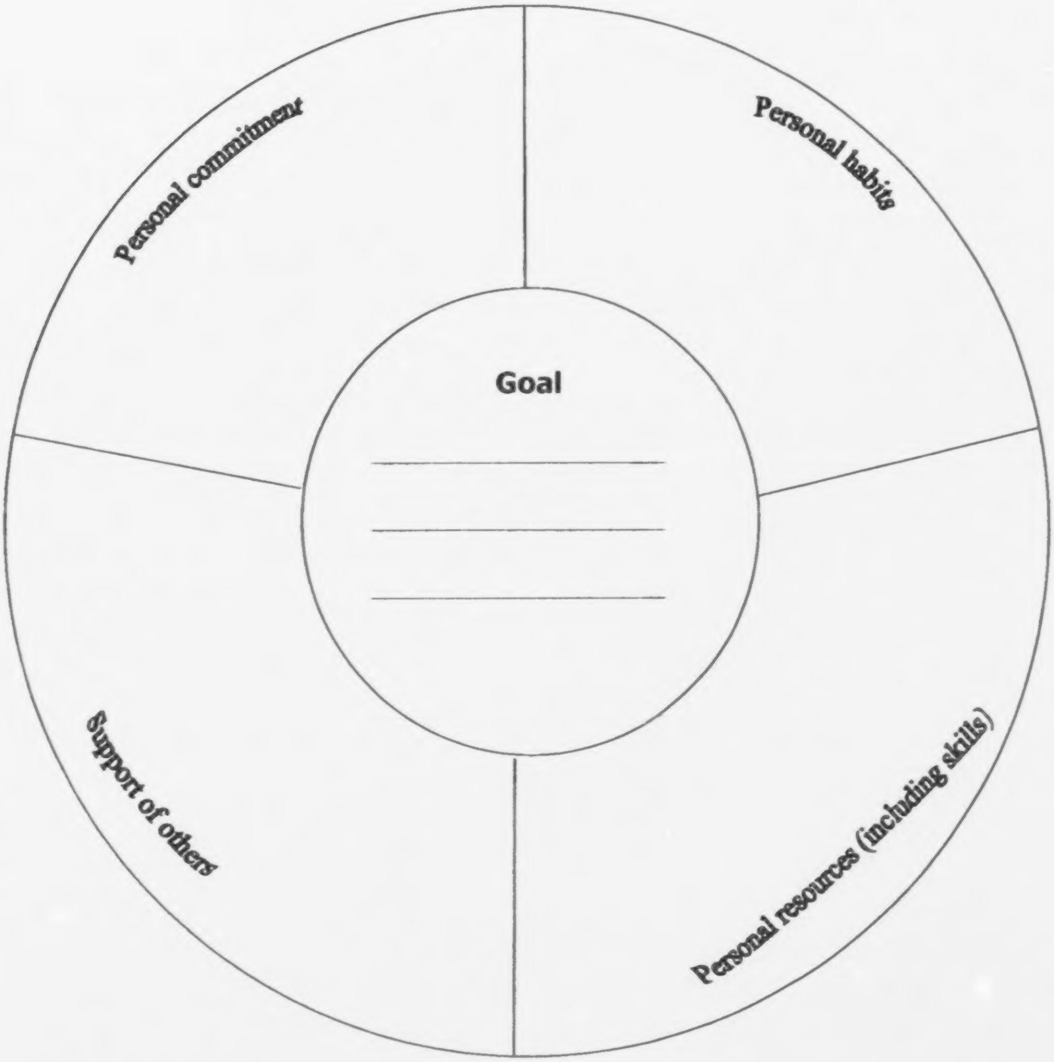
☆ is very quiet, I feel ____________________

I can help make this situation better by ____________________

Student activity master #33 L–5.4

Name: ______________________________ Date: ______________________________

What can affect your goals?


Personal commitment
Personal habits
Goal
Support of others
Personal resources (including skills)

Student activity master #34 R–6.1

Name ______________________

Date ______________________

Choose your reaction

Two kinds of situations I manage successfully are:

1. ______________________

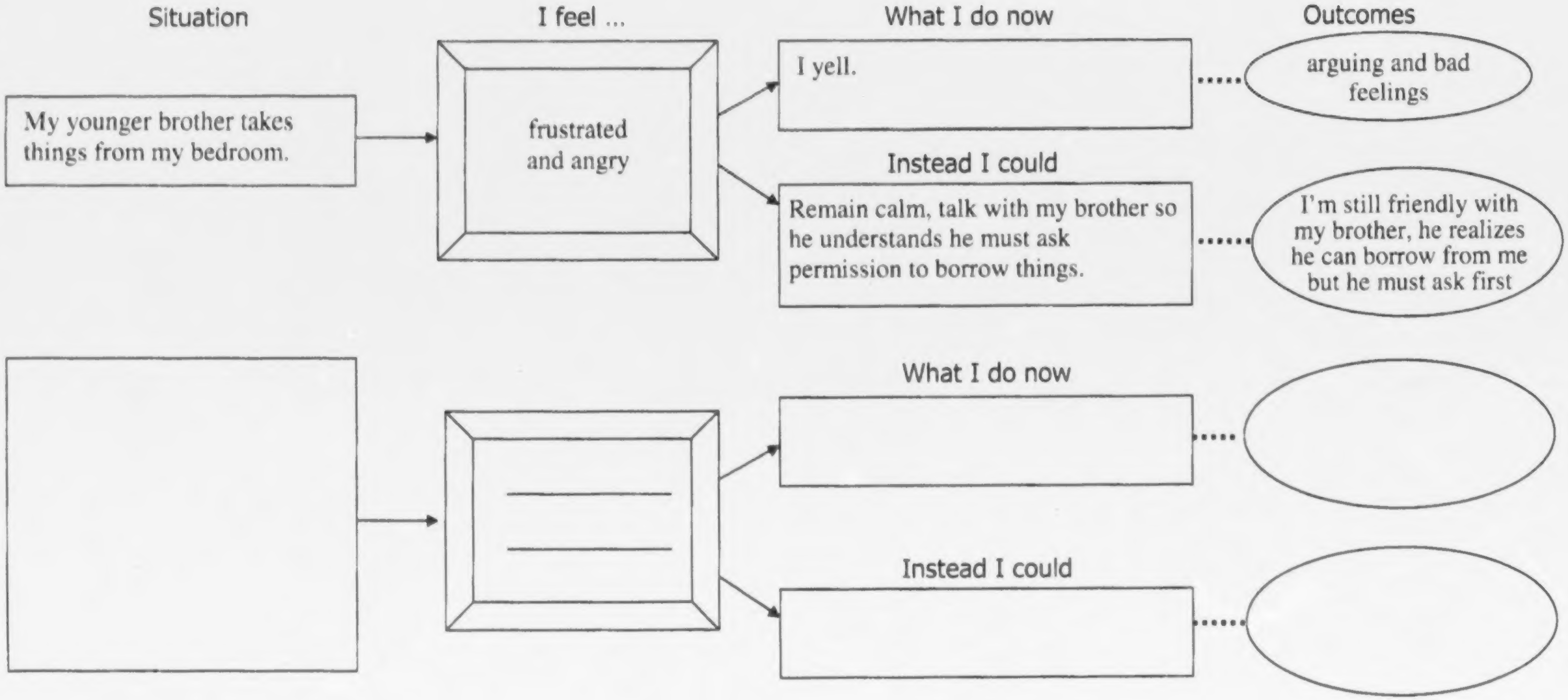
2. ______________________

Two kinds of situations I would like to manage better are:

1. ______________________

2. ______________________

Use the following flowchart to outline the type of situation you would like to manage better. A sample is done for you.


Situation
I feel ...
What I do now
Outcomes
My younger brother takes things from my bedroom.
frustrated and angry
I yell.
arguing and bad feelings
Instead I could
Remain calm, talk with my brother so he understands he must ask permission to borrow things.
I'm still friendly with my brother, he realizes he can borrow from me but he must ask first
What I do now
Instead I could

Student activity master #35 R–6.2

Name: ____________________ Date: ______________________________

How do I express myself?

Check the statements that describe how you express the following feelings. Use the lines to list other ways you might react.

When I feel angry, I:

☐ talk about it to a friend
☐ break something
☐ pretend not to be
☐ sulk
☐ shout or scream
☐ go for a jog
☐ take deep breaths
☐ ____________________
☐ ____________________
☐ ____________________

When I feel sad, I:

☐ talk about it
☐ cry
☐ tell myself I'm silly
☐ go off alone
☐ hide the feeling
☐ find something to do
☐ ____________________
☐ ____________________
☐ ____________________

When I'm afraid, I:

☐ tell myself I'm silly
☐ try not to be
☐ talk about it
☐ cry
☐ ____________________
☐ ____________________

When I feel bored, I:

☐ bug someone
☐ complain
☐ blame other people
☐ hide the feeling
☐ talk about it
☐ do something useful
☐ ____________________
☐ ____________________
☐ ____________________

Put a star beside your best strategies for handling each of those feelings.

How I recognize my feelings

I know I'm feeling angry by ______________________________________.

I know I'm feeling sad by ______________________________________.

I know I'm feeling frightened by ______________________________________.

Choosing a place and time

Safe places to express my feelings

- ____________________
- ____________________
- ____________________

Safe times to express my feelings

- ____________________
- ____________________
- ____________________

Student activity master #36 R–6.4

Barriers to communication

Add two more communication barriers to this list.

	To overcome these barriers …		
Types of communication barriers	I can think	I can say	I can do
Put downs (criticizes, hurts others' feelings)			
Interpreting (makes judgements about what others say and do)			
Talking "me me" (talks only about himself or herself all the time, shows no interest in others)			
Advising (tells people what to do and how to do it, thinks "I know best")			
Interrupting (shows lack of respect for others by cutting in when they are speaking)			

Student activity master #37 R–6.7

Name: ______________________ Date: ______________________

Consider the alternatives

Decision-making situation or conflict to be resolved: ______________________

____

____

1 Option: ______________________

____

____

Possible consequences: __________

____

____

2 Option: ______________________

____

____

Possible consequences: __________

____

____

3 Option: ______________________

____

____

Possible consequences: __________

____

____

4 Option: ______________________

____

____

Possible consequences: __________

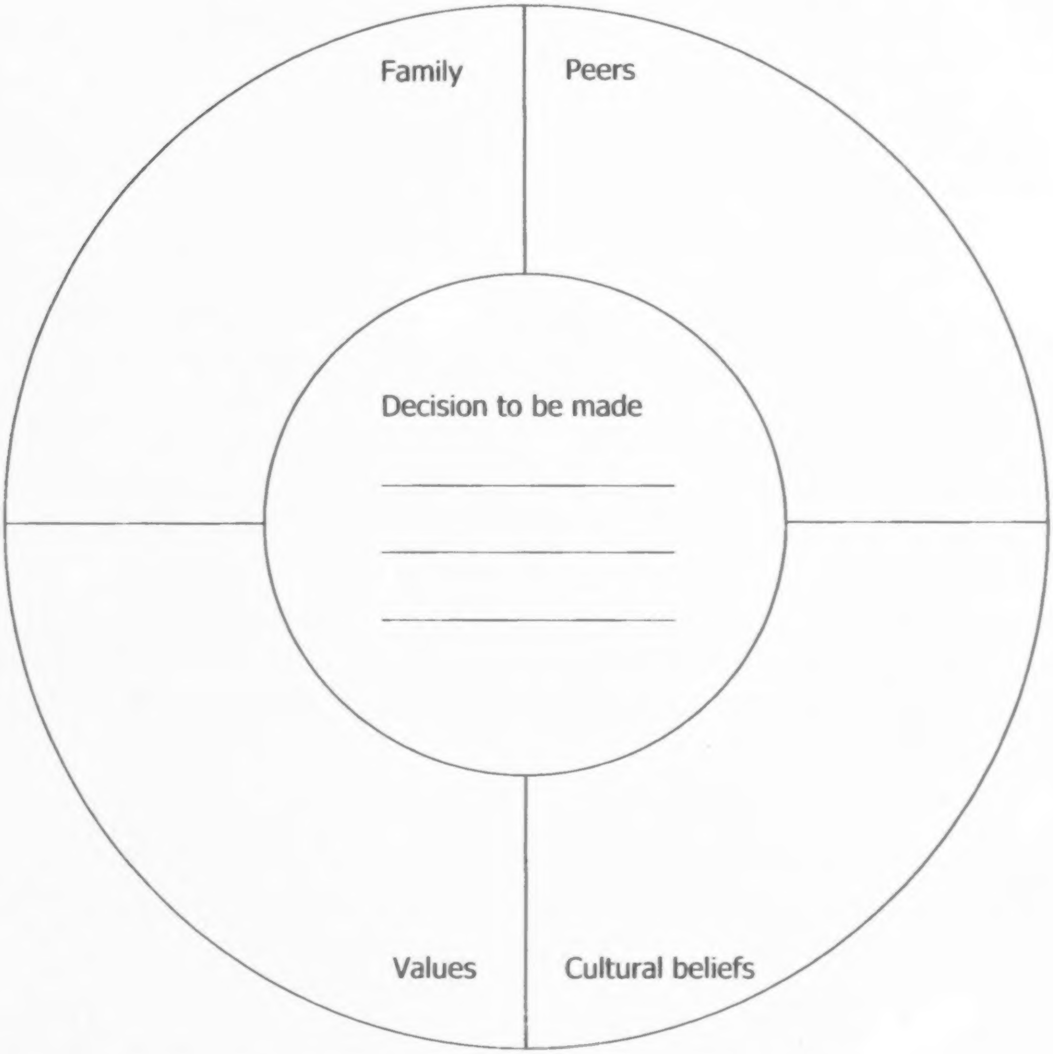
____

____

Student activity master #38 L–6.3

Name: ______________________ Date: ______________________

Influences on decision making


Family
Peers
Decision to be made
Values
Cultural beliefs

Questions you need to ask to help you make this decision.

Name: ______________________________ Date: ______________________________

Make room for males

In each section, circle the statement that most closely matches your attitude.

Learning about fetal alcohol spectrum disorder (FASD)

- Girls and women are the only ones who need to learn about the possible effects of drinking alcohol during pregnancy.
- Young men and women should learn about FASD because they could someday be parents.
- Because FASD can affect everyone, not just babies and their families, everyone should know about how alcohol can affect the developing fetus.

Decisions about drinking during pregnancy

- If a pregnant woman decides to drink, there's nothing her partner can do about it.
- A man concerned about his pregnant partner's drinking should take charge and prevent her from drinking.
- Support and encouragement is the most effective way a man can help a pregnant woman avoid alcohol.
- Both a man and a woman should think about their alcohol use before they plan or risk a pregnancy.

Dad's drinking

- Since there is no firm proof that a man's drinking affects his unborn child, it's okay for him to drink.
- It's okay for a man to drink as long as he tells his partner not to drink.
- The best support a man can offer a pregnant woman who's having a hard time avoiding alcohol is to not drink himself.
- Since alcohol can damage sperm (although it is not known if this causes birth defects), a man should be concerned about this when planning a pregnancy.

Adapted from James Ottney, *Fetal Alcohol Syndrome Facts and Choices: A Guide for Teachers*, 2nd edition (Madison, WI: Wisconsin Clearinghouse for Prevention Resources, University of Wisconsin, 1991). Adapted with permission from the Wisconsin Clearinghouse for Prevention Resources.

Student activity master #40 R–8.2

Name: ______________________ Date: ______________________

Facts and myths about suicide

Think about each of the following statements and circle Fact (F) or Myth (M).

F M 1. People who talk about their suicidal thoughts are unlikely to attempt suicide.

F M 2. The rate of suicide is higher among the poor.

F M 3. Most suicides take place with little or no warning.

F M 4. It is best not to discuss suicide with someone you think might be at risk, because you may be giving him or her the idea.

F M 5. It is easy to understand someone's motives for suicide

F M 6. Once a person has attempted suicide, he or she has eliminated the idea from his or her system and will be at lower risk.

F M 7. A suicidal person clearly wants to die.

F M 8. There is a strong relationship between alcohol, drugs and suicide.

F M 9. If a person has been depressed and suddenly seems to be in an improved frame of mind, the risk of suicide decreases.

F M 10. On average, women are more likely to attempt suicide than men.

F M 11. Even though the reasons for specific suicides may vary, loss plays a major role in many suicides.

F M 12. Hopelessness and helplessness are commonly expressed feelings prior to suicide attempts.

F M 13. If you promise to keep a friend's suicidal thoughts a secret, you should always keep that promise.

From Special Educational Services, Alberta Education, *Suicide Prevention and Coping: A Manual for Teachers, Counsellors and Administrators* (Edmonton, AB: Alberta Education, 1987), p. 2.

Student activity master #41 L–8.7

Name: ______________________ Date: ______________________

Your skills and volunteering

Volunteering is a great way to practise the skills you have and gain new skills that could be useful in getting work in the future. Stop a minute and take inventory of the skills you have. Chances are, you have more than you think you do.

First there are the **technical skills** that allow you to do special jobs not everyone can do. For example, play a guitar, speak Spanish or give First Aid. What special skills do you have that make you unique?

____

____

____

____

Personal skills help you to handle day-to-day living. These include things like your habits and attitudes. For example, one person may be known for his or her sense of humour and flexibility, another for always being on time, and yet another for being willing to learn new things.

What habits or attitudes do you have that would be useful in a job?

____

____

____

____

You also have many skills that are **transferable**. You learn them in one situation, but they can be equally useful somewhere else. For example, leadership skills gained while volunteering as a day camp leader might come in handy in a job as a teacher's assistant. Likewise, cash handling skills learned while volunteering at fund-raising events would be useful when applying for work as a cashier in a restaurant.

What transferable skills do you have that might help you in a future job?

____

____

____

____

Reproduced with permission from *Volunteering: How to Build Your Career by Helping Others* (2001) (pp. 7–8). Government of Alberta, Human Resources and Employment.

Student activity master #42 L–9.7

Name: ______________________________ Date: ______________________________

What I believe about volunteering

Volunteerism means ______________________________

The personal skills I have that would make me a good volunteer are ______________________________

Three volunteer opportunities in my community that I'd like to try are

These would be a good match for my skills and interests because ______________________________

Providing service to others in the community is important because ______________________________

Student activity master #43 L–9.4

Name: ______________________ Date: ______________________

Refining your goal

Personal goal
for learning
and career path

How has this goal changed over the last two years?

- ______________________
- ______________________
- ______________________

If you feel like your goal hasn't changed … think about what new things you've learned about what you need to do to reach your goal.

Why has your goal changed?

☐ new information
☐ interests changed
☐ discovered new strength or talent
☐ influence of another person
☐ paid or unpaid work experience
☐ other ______________________

Minimal education/training needed for your career goal:

____

____

____

High school courses and minimum marks needed to be eligible for these post-secondary training opportunities:

____

____

____

____

What steps do you need to take to reach your career goal?

- ______________________
- ______________________
- ______________________
- ______________________
- ______________________

Student activity master #44 L–9.4

Name: ______________________ Date: ______________________

Paying for post-secondary education

	Plus	Minus	Interesting
Savings			
Family			
Jobs			
Government loans			
Government grants			
Scholarships and bursaries			
Co-op/Apprenticeships/ Applied programs			
Bank loans			
Other			

For more information on learner assistance go to www.alis.gov.ab.ca.

Student activity master #45 L–9.4

Name: ______________________ Date: ______________________

Financial goals

Career goal ☐ → Educational goal ☐ → Financial goal ☐

Educational goal: to reach your career goal

Financial goal: to reach your educational goal

↓

How much money will you need per year?

____

↓

How many years?

____

Action Plan to meet financial goal

What you can do now—

- ______________________
- ______________________
- ______________________

What you can do during your post-secondary training—

- ______________________
- ______________________
- ______________________

Resources

Where can you find out more information about planning and saving for your post-secondary education?

- ______________________
- ______________________
- ______________________

Student activity master #46 R–9.9

Name: ______________________ Date: ______________________

Meeting evaluation

Meeting name: ______________________

Meeting date: ______________________

Goal of meeting: ______________________

Check the rating that best describes how effectively our group works together.

	Low Effectiveness				High Effectiveness
	1	2	3	4	5
How effectively did we use group members' ideas?					
Did we work effectively together?					
How well did we use our time?					
Did we have clear goals?					
How well did we complete tasks?					
How well did we resolve conflicts?					
What can be done to improve our working together?					

Name of observer ______________________

Student activity master #47

Name: ______________________ Date: ______________________

Choices for learning

Topic ______________________

Collect and display facts or ideas that are important to you.	Teach a lesson about your topic to our class. Include at least one visual aid.	Compare two things from your study. Look for ways they are alike and ways they are different.
Videotape or make an audiotape of a public service message about your topic.	Graph some part of your study to show how many or how few.	Demonstrate something to show what you have learned.
Survey others to learn their opinions and feelings about some fact, idea or feature of your study.	Dramatize something to show what you have learned.	Forecast how your topic will change in the next 10 years.

I choose activities ______________________

Do you have ideas for alternative activities you'd like to do instead? If so, discuss with your teacher.

Student's signature ______________________ Date ____________

Adapted from Susan Winebrenner, *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented.* (Minneapolis, MN: Free Spirit Publishing Inc., 1992), p. 64. Adapted with permission of Susan Winebrenner, author of *Teaching Gifted Kids in the Regular Classroom*, First Edition.

Feedback

We hope this *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* is helpful to you in your classroom. Please indicate your agreement with the following statements about this teaching resource.

Please return this page to:
Alberta Learning,
Learning and Teaching
Resources Branch,
5th Floor, West Devonian
Building
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Fax: 780–422–0576

This guide contains relevant information that I can use for planning and implementing the Kindergarten to Grade 9 Health and Life Skills Program of Studies.

○ strongly agree ○ agree ○ disagree ○ strongly disagree

COMMENTS

____

____

____

This guide is well-organized and easy to read and use.

○ strongly agree ○ agree ○ disagree ○ strongly disagree

COMMENTS

____

____

____

The information, strategies and learning activities in this guide are instructionally sound and represent best teaching practices.

○ strongly agree ○ agree ○ disagree ○ strongly disagree

COMMENTS

____

____

____

The information in this guide enhanced my understanding of the philosophy, goals and learner outcomes of the Kindergarten to Grade 9 Health and Life Skills Program of Studies.

○ strongly agree ○ agree ○ disagree ○ strongly disagree

COMMENTS

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We welcome your comments and suggestions for future Alberta Learning resources.

COMMENTS

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